DOCUMENT RESUME

ED 070 217	EC 050 210
TITLE	A Guide for the Management of Special Education Programs. 6.0 BCP Booklet.
INSTITUTION	Santa Cruz County Superintendent of Schools, Calif.
PUB DATE	72
NOTE	136p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Administration; *Behavior Patterns; *Behavior Rating Scales; *Educational Programs; *Exceptional Child Education; *Handicapped Children; Student Evaluation

ABSTRACT

The sixth document in an eight-part series on a task-based management system for special education programs presents the Behavioral Characteristics Progression, a listing of 1,800 behavioral characteristics of mentally and behaviorally handicapped pupils which have been grouped into 45 categories of behavior called behavior strands. Behavior strands cover such areas as health, feeling/eating, grooming, oral hygiene, self-identification, sensory perception, articulation, language comprehension, listening, adaptive behaviors, impulse control, interpersonal relations, task completion, writing, music and rhythms, and arts and crafts. The behavioral characteristics are arranged in a form intended to facilitate observation and recording. (For related information, see also EC 050 205 through EC 050 209, EC 050 211, and EC 050 212.) (GW)

EC 050 210E

A GUIDE FOR THE MANAGEMENT OF SPECIAL EDUCATION PROGRAMS

MENTALLY AND BEHAVIORALLY EXCEPTIONAL CHILDREN

Project Number 44-00000-0000-225
EHA TITLE VI-B

ED 070217

FILMED FROM BEST AVAILABLE COPY

6.0

RESOURCES
PLACEMENT
E
S M
S
ATTAINMENT
OBJECTIVES

SPECIAL EDUCATION MANAGEMENT SYSTEM

6.0 BCP BOOKLET

RICHARD D. STRUCK
Project Director and Director
of Programs for Exceptional
Children and Adults and
Pupil Personnel Services

© 1972 SANTA CRUZ COUNTY OFFICE OF EDUCATION
701 OCEAN ST. ROOM 200
Santa Cruz, California 95060
Dr. RICHARD R. FICKEL, SUPERINTENDENT OF SCHOOLS

Prepared Under
Contract By:
VORT CORPORATION
2100 Hanover St.
Palo Alto, Calif. 94306

COMPONENT 6.0

BEHAVIORAL CHARACTERISTICS PROGRESSION BOOKLET

The following component presents the Behavioral Characteristics Progression in booklet form. This booklet is to be used during the observation and recording phase of BCP procedures. (See procedures in Component 5.0.)

"PERMISSION TO REPRODUCE THIS
COPYRIGHTED MATERIAL HAS BEEN GRANTED
BY SANTA CRUZ COUNTY
OFFICE OF EDUCATION
TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE U.S. OFFICE OF
EDUCATION. FURTHER REPRODUCTION OUTSIDE
THE ERIC SYSTEM REQUIRES PERMISSION OF
THE COPYRIGHT OWNER."

Reproduction of this document is encouraged; however, written permission should first be obtained from the Santa Cruz County Superintendent of Schools.

TABLE OF CONTENTS

	STRAND	DEFINITION*	PAGE
1.	HEALTH	Demonstrating a minimum of symptoms of problem health behaviors.	1
2.	ATTENDANCE/PROMPTNESS	Attending school and class regularly and promptly.	3
3.	FEEDING/EATING	Ingesting or consuming solids through the mouth	5
4.	DRINKING	Ingesting or consuming liquids through the mouth	9
5.	TOILETING	Using the toilet and maintaining hygienic conditions associated with the toilet.	11
6.	GROOMING	Maintaining clean and neat conditions of the body.	13
7.	DRESSING	Clothing of oneself and wearing clothing.	16
8.	UNDRESSING	Unclothing of oneself and placing/disposing of worn clothing.	19
9.	NASAL HYGIENE	Maintaining hygienic and socially acceptable conditions of the nose and nasal passages.	22
10.	ORAL HYGIENE	Maintaining and caring for the mouth, teeth, and other oral components	24
11.	SELF-IDENTIFICATION	Locating one's body parts and oneself in space, information pertaining to oneself, one's family, school, friends, and home.	26
12.	SENSORY PERCEPTION	Discriminating stimuli based upon touch, smell, and taste.	29
13.	AUDITORY PERCEPTION	Discriminating stimuli based upon sound cues.	32
14.	VISUAL MOTOR I	Pursuing visual stimuli in coordination with small muscle movements of the hand	35

STRAND	DEFINITION*	PAGE
15. VISUAL MOTOR II	Demonstrating advanced eye-hand coordination and discriminating stimuli based upon visual cues.	38
16. GROSS MOTOR I	Demonstrating mobility, eye-limb coordination and balance using large muscle groupings.	41
17. GROSS MOTOR II	Demonstrating team sport skills, fitness, agility, mobility, eye-limb coordination and balance using large muscle groupings.	44
18. PRE-ARTICULATION	Using the mouth, jaw, lips, tongue, teeth, and diaphragm in a controlled manner.	47
19. ARTICULATION	Pronouncing all vowel and consonant sounds in meaningful and nonmeaningful combinations.	50
20. LANGUAGE COMPREHENSION	Demonstrating understanding of communication	54
21. LANGUAGE DEVELOPMENT	Using gestures, sounds, and words to communicate	56
22. LISTENING	Attending and reacting to verbal communication	60
23. ADAPTIVE BEHAVIORS	Exploring new situations and developing behaviors to fit them	63
24. IMPULSE CONTROL	Controlling or directing disruptive or interfering behaviors associated with taking turns, waiting in line, changing activities, gaining attention, accepting criticism	66
25. INTERPERSONAL RELATIONS	Interacting with others in a cooperative, affectionate, participative, verbal, supportive fashion.	69
26. RESPONSIBLE BEHAVIORS	Demonstrating socially approved behaviors associated with following rules, obeying authority figures, performing assigned tasks, and organizing activities.	72
27. PERSONAL WELFARE	Demonstrating safe behaviors associated with electricity, fire, poison, street crossing, transit, group play, self-defense, sharp or high objects, strangers, injuries.	75

	STRAND	DEFINITION*	PAGE
28.	SELF-CONFIDENCE	Expressing oneself in situations requiring opinions, participation in classroom activities, and answering questions.	78
29.	HONESTY	Demonstrating socially approved behaviors associated with taking another's property, accepting blame, recounting occurences, and producing own work	80
30.	SOCIAL SPEECH	Using socially appropriate language with regard to time, place, situation, and persons involved	82
31.	SOCIAL EATING	Using table manners during meals and cleaning up after eating	85
32.	ATTENTION SPAN	Focusing and maintaining attention upon tasks to be completed.	87
33.	TASK COMPLETION	Completing assigned tasks and evaluating the product.	90
34.	READING	Translating written symbols into their respective sounds and words through visual discrimination	93
35.	MATH	Using addition, subtraction, division, multiplication, sets, fractions, decimals, and percentages to solve math problems	97
36.	PRACTICAL MATH	Using arithmetic operations to tell time on the clock and calendar, to exchange money, and to measure lines, solids, liquids.	100
37.	WRITING	Producing symbols of communication using eye-hand/finger skills	103
38.	SPELLING	Translating sounds and words into their respective written symbols through auditory discrimination.	106
39.	REASONING	Organizing stimuli into similar groupings and making judgments related to these groupings.	109
40.	MUSIC AND RHYTHMS	Developing behaviors associated with music and dance.	113

STRAND	DEFINITION *	PAGE
41. ART AND CRAFTS	Constructing projects using skills related to drawing, painting, cutting, tearing, weaving, modeling, pasting.	115
42. PRE-VOCATIONAL SKILLS	Determining necessary skills and training for future vocational opportunities.	117
43. KITCHEN SKILLS	Demonstrating skills required to shop for, prepare, cook and serve a meal as well as maintaining a clean kitchen.	120
44. HOMEMAKING SKILLS	Cleaning and tidying a house, doing laundry, and operating the equipment and appliances necessary to complete these tasks.	123
45. OUTDOOR SKILLS	Demonstrating skills required to maintain a garden and the exterior of a house	126

---

* Definitions of behavioral strands are summaries of the behavioral characteristics within each strand.

1

HEALTH

IDENTIFYING BEHAVIORS:

Displays symptoms of: Eczema; Hayfever (e.g., wheezing, runny nose, teary eyes); Migraines; Epilepsy (e.g., blackouts, convulsions); Uncleanliness (e.g., body odor, dirty skin); Malnutrition (e.g., pale color, drawn face, lethargy, thinness, constant hunger); Fatigability (e.g., constant falling asleep in class, puffed eyes, head on desk); Sleep disturbances (e.g., restlessness, sleepwalking,sleep talking, crying, terrors, nightmares, grinding teeth); School phobia (e.g., nausea, stomach pains before or during school); Battered child (e.g., scars, bruises, red patches on skin, welts, swells, puffed eyes); Constant cold (e.g., fever, runny nose); Enuresis; Nervousness (e.g., grinds teeth, twists hair, picks at body, twitches, chews clothes, sucks thumb, bites nails, vomits frequently, perspires or breathes heavily, grimaces, knits brow, sucks in cheeks) ● Requires medication to remain calm ● Reads written material incorrectly--visual problem ● Does not follow oral directions--hearing problem ● Eats pencils, crayons, paste, paper ● Requires special equipment to sit, stand

Date of observation ____________

	1	2	3	4	5	6
1.0 Displays symptom(s) or problem health behavior(s) 90-100% of baseline frequency.						
2.0 Displays symptom(s) or problem health behavior(s) 80-90% of baseline frequency						
3.0 Displays symptom(s) or problem health behavior(s) 70-80% of baseline frequency						
4.0 Displays symptom(s) or problem health behavior(s) 60-70% of baseline frequency						
5.0 Displays symptom(s) or problem health behavior(s) 50-60% of baseline frequency						
6.0 Displays symptom(s) or problem health behavior(s) 40-50% of baseline frequency						

		1	2	3	4	5	6
7.0	Displays symptom(s) or problem health behaviors 30-40% of baseline frequency.						
8.0	Displays symptom(s) or problem health behavior(s) 20-30% of baseline frequency.						
9.0	Displays symptom(s) or problem health behavior(s) 10-20% of baseline frequency.						
10.0	Displays symptom(s) or problem health behavior(s) 5-10% of baseline frequency						
11.0	Displays symptom(s) or problem health behavior(s) less than 5% of baseline frequency. . .						

2

ATTENDANCE/PROMPTNESS

IDENTIFYING BEHAVIORS:

Is often absent/truant from school ● Is often late for class or activities ●

Tells time inaccurately or not at all

Date of observation ____________

		1	2	3	4	5	6
1.0	Present one out of five days on the average per week.						
2.0	Comes to activity only after two or more reminders						
3.0	Comes to activity when called once.						
4.0	Present two out of five days per week . . .						
5.0	Comes to activity only after two or more reminders						
6.0	Comes to activity when called once.						
7.0	Present three out of five days per week . .						
8.0	Comes to activity only after two or more reminders						
9.0	Comes to activity when called once.						
10.0	Present four out of five days per week. . .						
11.0	Comes to activity only after two or more reminders						
12.0	Comes to activity when called once.						
13.0	Present for entire school week.						
14.0	Comes to activity only after two or more reminders						
15.0	Comes to activity when called once.						
16.0	Goes to school without prompting.						
17.0	Comes to activity only after two or more reminders						
18.0	Comes to activity when called once.						

	1	2	3	4	5	6
19.0 Tells time at the hour (minute hand on 12). .						
20.0 Tells time at the quarter hour (15, 30, 45 minutes)						
21.0 Tells time to five-minute intervals						
22.0 Tells time to the minute.						
23.0 Independently comes to activity at specified time.						
24.0 Comes promptly, stays in proper area for specified time.						
25.0 Arrives at scheduled events on time (lunch, dinner appointments).						

3

FEEDING/EATING

IDENTIFYING BEHAVIORS:

Eats only blended or strained foods ● Thrusts food out of mouth with tongue ● Gags on foods ● Sucks food instead of chewing it ● Bites down on spoon when inserted into mouth ● Chews foods only partially before swallowing ● Swallows foods without chewing them ● Chews in other than rotary motion ● Takes large pieces of food into mouth without biting ● Eats with fingers ● Crumbles food in hand when finger feeding ● Drools while eating ● Spits out food ● Holds spoon/fork in fist rather than fingers ● Brings food sideways into mouth rather than straight ● Uses whole mouth to get food off spoon/fork rather than lips ● Spills food before it reaches mouth ● Spears food with fork unsuccessfully ● Moves head down to spoon when eating ● Uses inappropriate utensil for foods ● Tears open milk cartons, wrappers

Date of observation ___________

		1	2	3	4	5	6
1.0	Opens mouth when physically stimulated by spoon held by another.						
2.0	Opens mouth voluntarily at the sight of food .						
3.0	Removes semi-liquid food from spoon with mouth when being fed--some rejection						
4.0	Removes semi-liquid food from spoon with lips when being fed--some rejection						
5.0	Allows spoon to be removed from mouth.						
6.0	Removes semi-solid food from spoon with mouth when being fed--some rejection						
7.0	Removes semi-solid food from spoon with lips when being fed--some rejection						
8.0	Retains all semi-solid and semi-liquid food from spoon without spitting, drooling, rejecting when being fed						
9.0	Moves food in mouth with tongue.						
10.0	Squeezes, smears pieces of finger food						
11.0	Eats pieces of finger food when offered by adult.						

	1	2	3	4	5	6
12.0 Holds finger foods.						
13.0 Grasps finger foods offered by adult and carries them to mouth						
14.0 Reaches for finger foods and carries them to mouth						
15.0 Separates finger foods by hand--pulls off pieces.						
16.0 Separates finger foods by mouth--bites off pieces.						
17.0 Carries finger foods to mouth and bites off smaller pieces.						
18.0 Swallows one bite of finger food before adding more to mouth						
19.0 Bites off appropriate size pieces of finger foods using teeth						
20.0 Reaches for spoon when being fed.						
21.0 Grasps spoon in fist.						
22.0 Rubs spoon across plate and licks spoon						
23.0 Chews and swallows semi-solid food. Jaw motion begins						
24.0 Chews and swallows pieces of finger food. Chews in rotary motion.						
25.0 Brings fist-held spoon to mouth. Inserts spoon						
26.0 Fills fist-held spoon						
27.0 Fills fist-held spoon, inserts spoon in mouth turns spoon in mouth.						
28.0 Fills fist-held spoon and inserts spoon in mouth without turning						
29.0 Eats, holding spoon in fist--some spilling. . .						
30.0 Eats, holding spoon in fingers with more than one finger independent of the palm and palm up (standard position)--some spilling.						

	1	2	3	4	5	6
31.0 Uses spoon held in fingers with precision: Separates large-sized foods, eats liquids, dips into foods using hand, arm, wrist actions --some spilling.						
32.0 Directs spoon held in fingers to mouth--some spilling						
33.0 Eats holding fork in fist with spilling. . . .						
34.0 Eats holding fork in fingers in standard position--some spilling.						
35.0 Uses fork held in fingers with precision: separates large-sized foods, dips into foods, spears foods using hand, arm and wrist actions						
36.0 Directs fork held in fingers to mouth--some spilling						
37.0 Directs food on spoon/fork into mouth without dropping any on way to mouth						
38.0 Fills spoon/fork with one mouthful of food at a time						
39.0 Swallows food in mouth before taking another bite						
40.0 Chews food thoroughly before swallowing. . . .						
41.0 Uses spoon for liquids and semi-solids; uses fork for solids.						
42.0 Serves self at table						
43.0 Spreads with knife (e.g., butter, jam)						
44.0 Cuts with knife.						
45.0 Cuts with knife and fork						
46.0 Prepares foods for eating (e.g., peels banana, cracks hard-boiled egg, etc.).						
47.0 Opens containers. Removes foods. Unwraps foods (e.g., opens lunch pail, milk carton, thermos, push-top cans, plastic wrappers). . .						
48.0 Carries own tray through serving line.						
49.0 Serves self in cafeteria						

50.0 Manages to eat different types of foods: liquids, crisp foods, slippery foods, sticky foods, chewy foods, foods with liquid and solids, foods requiring large bites and chewing. . . . .

1	2	3	4	5	6

4

DRINKING

IDENTIFYING BEHAVIORS:

Dribbles while drinking ● Spills liquids while drinking from cup/glass ● Spills liquid contents when lifting cup ● Sucks straw without obtaining any liquid ● Spills liquids while pouring into a cup/glass ● Gulps liquids ● Tries to drink from water fountain unsuccessfully

Date of observation ____________

		1	2	3	4	5	6
1.0	Sucks liquid from straw held by adult						
2.0	Takes liquids from cup/glass when cup held by adult						
3.0	Swallows liquids from cup/glass						
4.0	Retains liquids in mouth without dripping or drooling while drinking						
5.0	Contacts cup/glass with hand(s) when drinking from cup held by adult						
6.0	Helps tip cup to drink when cup held by adult						
7.0	Holds cup in two hands.						
8.0	Holds cup to drink when placed in two hands by adult.						
9.0	Lifts cup off table to drink using two hands - some spilling						
10.0	Lifts cup off table to drink using two hands without spilling						
11.0	Drinks from cup held to mouth with two hands without spilling						
12.0	Lifts cup off table, tips to mouth, drinks, using two hands without spilling						
13.0	Lifts cup off table, tips to mouth, drinks, replaces cup using two hands without spilling						
14.0	Holds cup to drink when placed in one hand by adult.						
15.0	Lifts cup off table to drink using one hand some spilling						

		1	2	3	4	5	6
16.0	Sucks liquid from straw in glass using one hand						
17.0	Lifts cup off table to drink using one hand without spilling						
18.0	Drinks from cup held to mouth with one hand without spilling						
19.0	Lifts cup off table, tips to mouth, drinks, using one hand without spilling						
20.0	Lifts cup off table, tips to mouth, drinks, replaces cup using one hand without spilling.						
21.0	Drinks liquids, taking one sip at a time						
22.0	Drinks liquid from soft drink bottle or can						
23.0	Refills glass from container holding less than a glass - some spilling						
24.0	Refills glass from container holding less than a glass without spilling						
25.0	Refills glass from a container holding more than a glass without spilling						
26.0	Refills glass from a container using a handle without spilling						
27.0	Drinks from water fountain when turned on by adult						
28.0	Turns faucet of water fountain						
29.0	Turns faucet of water fountain and drinks at same time						
30.0	Pushes button to operate water fountain						
31.0	Pushes button to operate water fountain and drinks at same time						
32.0	Pours liquid from teapot						
33.0	Carries liquid in open container without spilling						
34.0	Pours liquid from one cup to another without spilling						

5
TOILETING

IDENTIFYING BEHAVIORS:

Wets or soils diapers, pants, frequently ● Avoids toileting accidents only with reminders ● Neglects to flush toilet ● Uses toilet tissue improperly ● Neglects to wash and dry hands after toileting ● Forgets to zip pants after toileting

Date of observation ___________

		1	2	3	4	5	6
1.0	Maintains dry diapers/pants for at least two hours						
2.0	Moves bowels one or two times each day at generally the same times.						
3.0	Indicates by gesture, action, vocalization when wet and/or soiled (e.g., cries, pulls at pants, etc.)						
4.0	Sits on toilet when placed and supervised . .						
5.0	Sits on toilet when left alone.						
6.0	Uses toilet immediately after placed.						
7.0	Indicates by gesture, action, vocalization need to go to toilet (e.g., points toward bathroom, asks to be taken to bathroom,etc.).						
8.0	Flushes toilet as directed.						
9.0	Goes to, sits on or stands near toilet independently						
10.0	Goes to toilet at regular intervals without asking (e.g., after recess, before boarding bus).						
11.0	Attends to toilet needs without help except wiping.						
12.0	Tears toilet tissue as directed						
13.0	Flushes toilet, uses toilet tissue when necessary						
14.0	Goes to toilet when necessary with infrequent accidents						
15.0	Goes to toilet properly by self with no accidents						

	1	2	3	4	5	6
16.0 Adjusts clothing before leaving bathroom (zips, buttons, etc.)						
17.0 Washes and dries hands. Disposes of towel if necessary.						
18.0 Asks location of bathroom in new situation. .						
19.0 Obtains help with any toileting problem . . .						

6

GROOMING

IDENTIFYING BEHAVIORS:

Showers/bathes only when reminded ● Refuses to use soap in washing or uses only water to wash self ● Dries hands/face/body only partially ● Neglects deodorant even when needed ● Showers/bathes infrequently ● Washes self inadequately ● Forgets to wash certain areas of body ● Uses comb ineffectively ● Cleans fingernails only when reminded ● Neglects male/female personal hygiene ● Uses only cold water in washing ● Throws towel on floor when finished drying

Date of observation ___________

		1	2	3	4	5	6
1.0	Goes to sink when requested/on own.						
2.0	Turns water on when requested/on own.						
3.0	Rubs hands in water when requested/on own . .						
4.0	Picks up soap when requested/on own						
5.0	Rubs soap on hands when requested/on own. . .						
6.0	Rinses all soap off hands when requested/on own						
7.0	Turns water off when requested/on own						
8.0	Rubs hands in towel when requested/on own . .						
9.0	Hangs towel after using or disposes of towel in wastebasket when requested/on own.						
10.0	Splashes face or uses cloth to wet when requested/on own.						
11.0	Washes face with soap when requested/on own .						
12.0	Rinses soap off face when requested/on own. .						
13.0	Dries face with towel when requested/on own .						
14.0	Washes hands and face and dries them without having to be reminded or checked						
15.0	Washes hands and face when soiled or at regular times.						
16.0	Gets into bath or shower.						

	1	2	3	4	5	6
17.0 Applies soap to cloth						
18.0 Washes neck area with soapy cloth						
19.0 Washes top and bottom of arms						
20.0 Washes, chest, stomach, sides of body						
21.0 Washes genital and crotch area.						
22.0 Washes legs and feet.						
23.0 Washes back						
24.0 Washes face and ears while in bath/shower . .						
25.0 Rinses off soap after washing						
26.0 Uses towel to partially dry body after washing						
27.0 Uses towel to dry entire body						
28.0 Allows hair to be washed.						
29.0 Assists while another washes hair						
30.0 Washes own hair using fingers to rub/massage scalp						
31.0 Uses proper amount of shampoo to wash hair. .						
32.0 Turns water on and off for shower/bath. . . .						
33.0 Plugs drain when necessary at sink, in bath .						
34.0 Bathes or showers when reminded						
35.0 Adjusts faucets to desired water temperature at sink or shower/bath.						
36.0 Puts comb/brush in hair						
37.0 Runs comb/brush through hair						
38.0 Allows hair to be cut						
39.0 Allows hair to be set - women						
40.0 Partially sets own hair - women						
41.0 Cleans fingernails using fingernail brush . .						

		1	2	3	4	5	6
42.0	Files/cuts own nails - hands and feet						
43.0	Applies deodorant in correct manner - spray, roll-on, pads, etc.						
44.0	Bathes or showers when necessary or at regular times.						
45.0	Combs hair when necessary. Checks placement in mirror						
46.0	Maintains clean, filed, cut fingernails . . .						
47.0	Uses a deodorant when necessary or at regular times.						
48.0	Cleans glasses, comb, brush when necessary. .						
49.0	Shaves self when necessary or at regular times						
50.0	Cares for personal hygiene needs during menstrual cycle - women; Changes pads and pants when necessary. Disposes of soiled pad in designated spot, flushes toilet, washes and dries hands, washes or places soiled clothing in wash						

7

DRESSING

IDENTIFYING BEHAVIORS:

Requires assistance in dressing ● Buttons, snaps, zips ineffectively ● Misaligns buttons ● Ties hard knot instead of bow ● Changes clothing infrequently ● Neglects to use protective clothing according to weather

	Date of observation ___________	1	2	3	4	5	6
1.0	Cooperates passively when being dressed						
2.0	Moves limbs to aid in dressing (e.g., holds out foot for shoe, arm for sleeve)						
3.0	Assists in getting dressed by passing or holding clothing						
4.0	Identifies own clothing						
5.0	Partially closes one of the three front fasteners (e.g., pushes button halfway into hole, zips halfway up or pushes snaps together)						
6.0	Pulls t-shirt, undershirt and other pullover garments down over chest after head and arms put in by adult						
7.0	Puts one arm into sleeve of t-shirt and pulls over chest						
8.0	Puts both arms into sleeves of t-shirt and pulls over chest						
9.0	Pulls t-shirt down over head, puts arms in sleeves and pulls over chest						
10.0	Places head into neckhole and puts t-shirt on completely						
11.0	Closes one of three front fasteners - either buttons, zips or snaps						
12.0	Pulls pants, briefs, and other pull-down garments up from hips to waist after pants pulled up to that point by adult						
13.0	Pulls pants up from knees to waist						
14.0	Pulls pants up from ankles to waist						

		1	2	3	4	5	6
15.0	Pulls pants up completely from floor to waist						
16.0	Puts hand through armhole of front-opened clothing						
17.0	Locates second armhole and puts hand and arm through it.						
18.0	Pushes arm into second sleeve and pulls clothing up to shoulders.						
19.0	Pulls two sides of front-opened clothing together.						
20.0	Fastens or attempts to fasten front-opened clothing.						
21.0	Tucks in or straightens front-opened clothing.						
22.0	Pulls sock up from heel to ankle after sock pulled up to that point by adult.						
23.0	Pulls sock up from sole to ankle.						
24.0	Pulls sock up from toes to ankle.						
25.0	Puts sock on completely						
26.0	Puts shoe on over heel after shoe placed near that position by adult.						
27.0	Puts shoe on over sole.						
28.0	Puts shoe on over toes.						
29.0	Puts shoe on completely						
30.0	Closes two of three front fasteners						
31.0	Obtains specified clothing items.						
32.0	Puts shoes on correct feet.						
33.0	Partially tightens shoe laces						
34.0	Obtains specified clothing items and puts some on without being told						
35.0	Pulls shoe laces tight - vertical pull.						

		1	2	3	4	5	6
36.0	Crosses shoe laces						
37.0	Tightens laces - horizontal pull						
38.0	Ties laces into a knot						
39.0	Makes a bow						
40.0	Tightens bow						
41.0	Buttons, zips and snaps						
42.0	Puts on all clothing when told to do so						
43.0	Manages to take off and/or put on ties, belts, sashes, bows, watches, jewelry						
44.0	Closes all fasteners even if small or on back or side of garment. Puts two-piece zippers together and zips up. Closes safety pins						
45.0	Dresses daily at designated times without being reminded (e.g., in the morning, after shower)						
46.0	Selects clean clothing, changes underclothes regularly						
47.0	Selects and uses protective clothing according to the weather, location, etc. (e.g., raincoat, boots, hat)						
48.0	Selects clothing for different occasions and locations						
49.0	Polishes shoes						
50.0	Attempts to maintain a clean, neat appearance throughout the day						

8
UNDRESSING

IDENTIFYING BEHAVIORS:

Resists being undressed ● Attempts to unbutton, unsnap, unzip unsuccessfully ● Pulls at bow instead of end of lace when untying ● Neglects to undress at appropriate times ● Removes clothing at inappropriate times ● Throws clothing on floor when undressing

	Date of observation ____________	1	2	3	4	5	6
1.0	Cooperates passively when being undressed . .						
2.0	Moves limbs to aid in removal of clothing . . (e.g., holds out foot for shoe, arm for sleeve)						
3.0	Pulls socks off over toes after adult removes sock to that point.						
4.0	Pulls socks off over sole after socks removed to that point						
5.0	Pulls socks off over heel after socks removed to that point						
6.0	Pulls socks off completely.						
7.0	Pulls shoes off over toes after adult removes shoes to that point						
8.0	Pulls shoes off over sole after shoes removed to that point						
9.0	Pulls shoes off over heel after shoes removed to that point						
10.0	Pulls shoes off completely.						
11.0	Pulls off front-opened clothing over wrist (e.g., jacket, coat, shirt, blouse, dress) after adult removes clothing to that point .						
12.0	Pulls off front-opened clothing over forearm after clothing removed to that point.						
13.0	Pulls off front-opened clothing over elbow after clothing removed to that point.						
14.0	Pulls off front-opened clothing over shoulder after clothing removed to that point						

		1	2	3	4	5	6
15.0	Pulls off front-opened clothing over back after clothing removed to that point.						
16.0	Pulls off front-opened clothing from other arm after clothing removed to that point. . .						
17.0	Pulls front-opened clothing off completely. .						
18.0	Partially opens one of three front fasteners (e.g., pushes button halfway through hole, unzips halfway down or pulls at snaps) . . .						
19.0	Opens one of three front fasteners - either unbuttons, unzips or unsnaps.						
20.0	Pulls at untied lace and takes shoe off . . .						
21.0	Pulls at one lace to untie bow and takes shoe off						
22.0	Pulls pants, briefs, and other pull-down garments off over feet after adult removes pants to that point						
23.0	Pulls pants down from ankles and over feet after pants removed to that point						
24.0	Pulls pants down from knees and over feet after pants removed to that point						
25.0	Pulls pants down from hips and over feet after pants removed to that point						
26.0	Pulls pants down completely from waist and over feet						
27.0	Pulls t-shirt, undershirt, and other pullover garments up over head after adult removes t-shirt to that point						
28.0	Pulls t-shirt off of one arm and over head after shirt removed to that point						
29.0	Pulls t-shirt off of both arms and over head after shirt removed to that point. . . .						
30.0	Pulls t-shirt off completely.						
31.0	Opens two of three front fasteners						
32.0	Unlaces shoes						
33.0	Unbuttons, unzips and unsnaps						

	1	2	3	4	5	6
34.0 Takes off all clothing when told to do so . .						
35.0 Manages to unfasten and/or take off ties, belts, sashes, bows, watches, jewelry						
36.0 Opens all fasteners even if small or on back or side of garment. Opens safety pins. . . .						
37.0 Undresses daily at designated times without being reminded (e.g., at night, before shower)						
38.0 Turns clothing right side out (e.g., socks, pants, shirts, etc.).						
39.0 Hangs clothing on hook and/or hanger.						
40.0 Puts soiled clothing in designated place. . .						
41.0 Folds clothing down middle.						
42.0 Folds clothing more than once						
43.0 Puts clean clothing in designated place (e.g., drawer, closet)						

9

NASAL HYGIENE

IDENTIFYING BEHAVIORS:

Allows nose to run continuously ● Blows nose only when asked/reminded ● Sneezes without covering nose and mouth

Date of observation ___________

		1	2	3	4	5	6
1.0	Shows indications of being irritated by running nose (e.g., wrinkles nose up, cries, moves head)						
2.0	Acknowledges running nose by rubbing nose with hand or arm						
3.0	Attempts to clean up all nose drippings or leakage						
4.0	Wipes all drippings or leakage from around nose with arm or hand						
5.0	Wipes around nose using tissue/handkerchief if reminded						
6.0	Wipes around nose using tissue/handkerchief independently						
7.0	Places tissue over bridge of nose and holds one nostril closed.						
8.0	Blows into tissue						
9.0	Pinches tissue off end of nose						
10.0	Wipes nose dry with clean part of tissue						
11.0	Repeats blowing procedure with other nostril.						
12.0	Disposes of tissue or folds handkerchief and returns it to pocket.						
13.0	Blows nose on request						
14.0	Uses tissue to blow nose when reminded.						
15.0	Indicates need for handkerchief to blow nose.						
16.0	Blows nose independently when necessary						
17.0	Covers mouth with tissue or hand when sneezing						

	1	2	3	4	5	6
18.0 Uses tissue at all necessary times.						

10
ORAL HYGIENE

IDENTIFYING BEHAVIORS:

Swallows rinse water ● Applies an excess or inadequate amount of toothpaste to brush ● Brushes using improper strokes ● Chews on toothbrush ● Neglects to turn off water when finished brushing

	Date of observation ___________	1	2	3	4	5	6
1.0	Tolerates brushing of own teeth by others, but does not brush own teeth.						
2.0	Locates and takes own toothbrush, paste to bathroom sink						
3.0	Removes cap from toothpaste tube.						
4.0	Puts toothpaste on brush (may be inappropriate amount)						
5.0	Turns on water.						
6.0	Wets toothbrush and paste						
7.0	Brushes back teeth with horizontal motion . .						
8.0	Bites down and brushes front teeth with vertical motion						
9.0	Brushes teeth retaining paste, saliva in mouth						
10.0	Spits toothpaste out.						
11.0	Fills cup/glass with water.						
12.0	Rinses mouth out without swallowing water . .						
13.0	Expells water into sink						
14.0	Rinses toothbrush						
15.0	Turns off water						
16.0	Wipes mouth and hands dry						
17.0	Replaces cap on toothpaste tube						
18.0	Replaces or disposes of cup						

		1	2	3	4	5	6
19.0	Returns toothbrush, paste to designated container/location						
20.0	Uses proper amount of toothpaste						
21.0	Uses proper brushing strokes						
22.0	Brushes after meals or at designated times						
23.0	Obtains help when tooth hurts, cavity is suspected, dental floss needed, etc						
24.0	Goes for teeth check-ups periodically						

11
SELF-IDENTIFICATION

IDENTIFYING BEHAVIORS:

Confuses body parts ● Fails to name family members, relations, friends ● Recites address incorrectly or only partially ● Reports phone number incorrectly ● Confuses right and left hands ● Confuses Male - Female labels ● Omits personal information on job application form

	Date of observation ___________	1	2	3	4	5	6
1.0	Responds to name when called (e.g., turns head, moves eyes, moves toward speaker) . . .						
2.0	Points to own mouth, eyes						
3.0	Points to own nose, feet						
4.0	Identifies self by first name						
5.0	Points to own hair, hands, ear, head, legs, arms.						
6.0	Points to own fingers, toes, stomach, back, knees						
7.0	Identifies own image in mirror.						
8.0	Points to teeth, heels, fingernails, chin . .						
9.0	Identifies self in photograph/ in group photograph.						
10.0	Points to back, front, sides of body						
11.0	Points to mouth, eyes, nose, feet on other person.						
12.0	Points to body parts listed in #5,6,8 on other person. Points to my chin, your chin .						
13.0	Points to own property (e.g, desk, chair, clothing, pencils, crayons, books, toys). . .						
14.0	Tells own sex						
15.0	Draws picture of own face/whole body with proportional body parts in correct places. . . .						
16.0	Tells own first and last name						

		1	2	3	4	5	6
17.0	Tells own age						
18.0	Names siblings.						
19.0	Categorizes family members in correct sex group (e.g., says that mommy is a girl not a boy).						
20.0	Tells names of friends, members of class, aunts, uncles, cousins, etc..						
21.0	Tells month of birth.						
22.0	Tells street name and town in address						
23.0	Tells father's and mother's first and last name.						
24.0	Points to 25 of the following body parts: ear, eye, hand, leg, arm, finger, elbow, chin, eyelash, eyebrow, ankle, heel, toe, neck, tongue, waist, hair, back, stomach, teeth, knee, mouth, lips, fingernail, forehead, thigh, hip, chest, calf, wrist, heart, eyelid, shoulders, thumb, cheek, palm						
25.0	Tells parents' employer or place of work. Tells parents occupations						
26.0	Tells house number, street, and town.						
27.0	Recites telephone number						
28.0	Tells month and day of birth.						
29.0	Points to own right and left hands/to right and left on others.						
30.0	Uses left and right to direct others in concrete situation. (e.g., to go through that door do I right turn or left?)						
31.0	Names 25 body parts (see #24)/35 body parts .						
32.0	Tells hobbies, interests.						
33.0	Tells number, street, city, state, zip code in address.						
34.0	Tells how 25 body parts are related to one another (e.g., what is your hand connected to?).						

		1	2	3	4	5	6
35.0	Tells birthplace (state).						
36.0	Tells month, day, year of birth						
37.0	Tells city/town of birth.						
38.0	Points to objects in front of, behind, beside self.						
39.0	Points to objects to the left/to the right of self.						
40.0	Locates self in relation to other objects. (e.g., Are you to the left or to the right of the door?).						
41.0	Tells how 35 body parts function (e.g. elbow bends, heart pumps)						
42.0	Uses left or right to direct other in abstract situation (e.g. how do I get to your house from here?)						
43.0	Tells height and weight						
44.0	Tells schooling information (e.g. schools attended, dates, diploma) Tells job experience (e.g. title, organization, salary).						
45.0	Tells parents' birth places.						
46.0	Tells or locates drivers license #/social security #.						
47.0	Tells credentials, licenses, training certificates, awards held.						
48.0	Tells references, names, and addresses. . . .						
49.0	Discusses own strengths and weaknesses. . . .						
50.0	Discusses own hierarchy of values (e.g. honesty, appearance, intelligence, personality etc.)						

12

SENSORY PERCEPTION

IDENTIFYING BEHAVIORS:

Avoids touching, picking up, holding objects ● Avoids touching wet objects/substances ● Discriminates shapes, sizes, textures only with the aid of visual cues ● Confuses different tastes

Date of observation ___________		1	2	3	4	5	6
1.0	Picks up object briefly and drops.						
2.0	Picks up object and holds.						
3.0	Picks up object and sticks in mouth; licks, sucks.						
4.0	Picks up object and bangs it against another object or self						
5.0	Picks up object and turns in hand.						
6.0	Picks up object and throws it.						
7.0	Picks up object and rubs, pinches, smooths or pats it						
8.0	Picks up object and takes parts off/out. Puts parts in/on.						
9.0	Turns object over and around						
10.0	Holds object to light.						
11.0	Pushes/pulls object.						
12.0	Sits on/in, stands on/in object.						
13.0	Sits under/stands under object						
14.0	Explores density, resistance, texture, temperature of wet objects/substances (e.g., finger paint, suds, bubbles, water, sponge)						
15.0	Points to area of body recently touched by another.						
16.0	Matches through tactile cues (e.g., using texture bag or blindfold) like objects that are big and small.						

		1	2	3	4	5	6
17.0	Matches through tactile cues like objects that are long and short.						
18.0	Matches through tactile cues like objects that are straight and curved						
19.0	Matches through tactile cues like objects that are square and round.						
20.0	Matches through tactile cues like objects that are circular, triangular, rectangular, diamond shaped.						
21.0	Matches through tactile cues like objects that are flat/thin and wide/fat.						
22.0	Matches through tactile cues like objects that are wet and dry						
23.0	Matches through tactile cues like objects that are hot and cold.						
24.0	Matches through tactile cues like objects that are sticky and non-adhesive						
25.0	Matches through tactile cues like objects that are hard and soft						
26.0	Matches through tactile cues like objects that are rough and smooth.						
27.0	Matches through tactile cues like objects that are wrinkled/bumpy and smooth						
28.0	Matches through tactile cues like objects that are sharp and dull.						
29.0	Matches through tactile cues like objects that are light and heavy						
30.0	Chooses through tactile cues small object on request from group of five objects (e.g., using texture bag or blindfold)						
31.0	Chooses through tactile cues long/short object on request from group of five objects						
32.0	Chooses through tactile cues straight/curved object on request from group of five objects.						
33.0	Chooses through tactile cues square/round object on request from group of five objects						

		1	2	3	4	5	6
34.0	Chooses through tactile cues triangular/rectangular/diamond shaped object on request from group of five objects.						
35.0	Chooses through tactile cues flat/thin/wide/fat object on request from group of five objects						
36.0	Chooses through tactile cues wet/dry object on request from group of five objects						
37.0	Chooses through tactile cues hot/cold object on request from group of five objects						
38.0	Chooses through tactile cues sticky/non-adhesive object on request from group of five objects						
39.0	Chooses through tactile cues hard/soft object on request from group of 5 objects						
40.0	Chooses through tactile cues rough/bumpy/wrinkled/smooth object on request from group of five objects.						
41.0	Chooses through tactile cues sharp/dull object on request from group of five objects.						
42.0	Chooses through tactile cues light/heavy object on request from group of five objects.						
43.0	Chooses through smell and taste cues (e.g., using blindfold) sweet substances or objects						
44.0	Chooses through smell and taste cues burnt substances or objects.						
45.0	Chooses through smell and taste cues sour substances or objects						
46.0	Chooses through smell and taste cues salty substances or objects.						
47.0	Chooses through smell and taste cues bitter substances or objects.						

13
AUDITORY PERCEPTION

IDENTIFYING BEHAVIORS:

Does not react to speech or noise ● Attends to all sounds equally (e.g., reports no dominant sounds) ● Attends to sounds other than teacher speaking ● Repeats verbal sequences incorrectly (stories, poems, symbols) ● Does not follow directions ● Does not discriminate gross/fine differences in sounds ● Categorizes sounds incorrectly ● Repeats melodies, rhythms incorrectly

	Date of observation ____________	1	2	3	4	5	6
1.0	Startles in response to sudden loud sound. . . .						
2.0	Turns head toward source of loud sound						
3.0	Attends to dominant sound while other sounds present--foreground-background stabilization . .						
4.0	Stops activity momentarily when sound is made. .						
5.0	Reaches or turns toward noise made behind head .						
6.0	Responds within 5 seconds to single speaker by looking directly at him.						
7.0	Reacts positively (e.g., smiles, waves arms, goo's) to soft-toned sounds.						
8.0	Reacts negatively (e.g., temporarily lessens activity; cries) to harsh-toned sounds						
9.0	Points in general direction of source of sound .						
10.0	Changes activity with change in sound--possibly inappropriate (e.g., when bell rings, stops playing.						
11.0	Imitates physical gestures when word or phrase paired with that gesture is spoken (e.g., adult says bye-bye and child waves).						
12.0	Matches environmental sounds--chooses from group the sound similar to one presented						
13.0	Sorts environmental sounds into groups without identifying class.						

	1	2	3	4	5	6
14.0 Points to specific source of sound when typical sound of that object is made (e.g., drum, whistle, dog).						
15.0 Identifies sounds as near or far, up or down . .						
16.0 Responds appropriately to sound patterns associated with various activities (e.g., puts away materials when piano plays certain sequence of notes)						
17.0 Identifies sounds, words just spoken						
18.0 Identifies loud and soft sounds.						
19.0 Identifies different notes as being high or low sounds						
20.0 Categorizes sounds (e.g., animal sounds, mechanical, musical, bird, etc.)						
21.0 Repeats simple words						
22.0 Repeats nonsense words						
23.0 Identifies differences in unlike speech sounds --m, g, t, p--when in isolation.						
24.0 Identifies differences in similar speech sounds --f, s, v, th--when in isolation						
25.0 Identifies where sound differences occur in words (e.g., initial, medial, final sounds). . .						
26.0 Identifies initial sounds of words						
27.0 Identifies initial and final sounds of words . .						
28.0 Identifies initial, medial and final sounds of words (e.g., tells where p-sound occurs in pail, hop)						
29.0 Repeats tapped rhythms						
30.0 Repeats melody						
31.0 Identifies component sounds of words (P/ă/t) . .						
32.0 Identifies consonant sounds of a spoken word . .						
33.0 Identifies vowel sounds of a spoken word						

		1	2	3	4	5	6
34.0	Identifies consonant blends of separate letters (e.g., b + l = bl)						
35.0	Identifies number of sounds per blend (e.g., 2 sounds in bl)						
36.0	Identifies number of sounds per word						
37.0	Identifies order of sounds in word						
38.0	Identifies fine differences in words (e.g., bat and bad)						
39.0	Identifies and forms words that rhyme						
40.0	Repeats set of like symbols (e.g., 1, 5, 9, 8; dog, cat, boy)						
41.0	Tells recently told story maintaining original sequence						
42.0	Repeats poem just spoken						
43.0	Recalls story recited in past (e.g., one period, one day, last year)						
44.0	Repeats set of symbols backwards (e.g., digits, letters, words)						
45.0	Recalls poem recited in past						
46.0	Repeats set of mixed symbols (e.g., X, Q, 3, dog)						
47.0	Corrects own mispronunciation when reading aloud						

14

VISUAL MOTOR I

IDENTIFYING BEHAVIORS:

Loses track of moving object when it crosses midline ● Follows objects using both eye and head movements ● Grasps using gross movements of one or both hands ● Squeezes and releases objects only with assistance ● Manipulates blocks ineffectively ● Has difficulty stringing beads ● Displays little eye-hand coordination

Date of observation ____________

		1	2	3	4	5	6
1.0	Responds to light when introduced into room (e.g., turns head in direction).						
2.0	Follows moving object with eyes and head. Fixates on object momentarily.						
3.0	Follows moving object (with eyes and head) on its horizontal path from side of body to midline (90° arc).						
4.0	Follows moving object (with eyes and head) on its diagonal path from side of body to midline (90° arc).						
5.0	Follows moving object (with eyes and head) on its horizontal path from one side of body to other (180° arc).						
6.0	Follows moving object (with eyes only--no head movement) on its path from one side of body to other (180° arc).						
7.0	Follows moving object (with eyes only) until it disappears from view (e.g., behind a screen).						
8.0	Follows object moving in circular path (with eyes only.						
9.0	Follows moving object held 18 inches from eyes (with eyes only).						
10.0	Follows moving object along floor ten feet away (with eyes only)						
11.0	Follows dangling object on string ten feet away (with eyes only).						
12.0	Fixates eyes on object/picture for 10 seconds. .						

		1	2	3	4	5	6
13.0	Extends fingers						
14.0	Reaches to midline of body with elbow extension						
15.0	Grasps using gross movement of both hands						
16.0	Reaches across midline of body with elbow and fingers extended						
17.0	Grasps rattle, finger, etc., with one hand						
18.0	Reaches toward object(s)						
19.0	Moves hands together (in unison) as in clapping						
20.0	Leaves hands predominantly open						
21.0	Squeezes items placed in hand						
22.0	Uses fingers in gross movements to grasp objects						
23.0	Releases or drops objects from grasp						
24.0	Transfers objects from hand to hand						
25.0	Bangs together two objects held in hands						
26.0	Pulls jumbo pegs out of pegboard						
27.0	Uses thumb in opposition with all fingers to grasp						
28.0	Uses wrist in side-to-side movement (e.g., rings bell)						
29.0	Places index finger in small hole						
30.0	Takes objects out of container with one hand						
31.0	Squeezes object in one hand						
32.0	Puts objects in container with one hand						
33.0	Uses thumb in opposition with two fingers to grasp						
34.0	Grasps flat or thin objects using one hand						
35.0	Picks up small objects between thumb and index finger						
36.0	Reaches across midline of body using thumb and index finger to pick up objects						

	1	2	3	4	5	6
37.0 Builds tower of two blocks						
38.0 Places round object in round hole						
39.0 Builds tower of 3-4 blocks						
40.0 Builds tower of 5-6 blocks						
41.0 Strings large beads						
42.0 Rolls clay into snake shape						
43.0 Uses wrist in twisting motion to screw and unscrew lids, turn doorknobs, etc.						
44.0 Matches like objects						
45.0 Matches the three primary colors--red, blue, yellow						
46.0 Matches long and short objects						
47.0 Matches big and little objects						
48.0 Matches circles, squares, triangles, diamonds						
49.0 Matches above shapes to proper holes on formboard						
50.0 Puts together simple puzzles						

15

VISUAL MOTOR II

IDENTIFYING BEHAVIORS:

Has difficulty cutting with scissors, sharpening pencil, folding paper ● Dissociates component parts of letters (e.g., writes boy as lɔ o \/) ● Reverses letters in words, numbers (e.g., SAW = WAS) ● Mirrors letters (e.g., reads or writes b for d, p for q) ● Interchanges foreground, background (e.g., reports dominant object in visual field as background) ● Does not identify/match shapes, letters ● Confuses letters/words that look alike (bed for bad) ● Does not report same form when position/setting changes (e.g., book on side not reported as book when on end) ● Visually rotates object, picture, word, design (e.g., reports horizontal object in vertical position) ● Fixates on visual detail to exclusion of whole (e.g., reports tail and not rabbit) ● Copies from model incorrectly (e.g., design, picture, letters) ● Does not report missing parts of picture ● Does not reproduce previously viewed pattern or does so incorrectly ● Does not identify whole when only one part in view ● Does not discriminate likes/differences in size, shape, color ● Skips sections on tests, workbooks ● Inaccurately recounts occurences

Date of observation ___________

	1	2	3	4	5	6
1.0 Spreads paste randomly on paper. Places another paper on top to stick.						
2.0 Paints with large brush.						
3.0 Folds paper with definite crease						
4.0 Cuts paper with scissors						
5.0 Rolls clay into ball						
6.0 Threads large needle through wide hole						
7.0 Strings small beads.						
8.0 Places small pegs in holes on board.						
9.0 Spreads paste on one side of paper and turns over to stick it to another paper.						

		1	2	3	4	5	6
10.0	Builds tower of nine blocks or more						
11.0	Builds five-block bridge						
12.0	Cuts out pictures following general shape						
13.0	Cuts across paper following straight line/ curved line						
14.0	Cuts out small square/triangle/circle						
15.0	Cuts fringe						
16.0	Winds thread on spool evenly						
17.0	Sharpens pencil						
18.0	Folds paper in half with edges meeting						
19.0	Cuts cloth with scissors						
20.0	Cuts out complex pictures following outlines						
21.0	Places key in lock and opens lock						
22.0	Threads standard-sized needle						
23.0	Locates up, down/on, in, out/under, over/top, bottom/by, beside/before, after/above, below/ behind, front/around/through						
24.0	Matches six colors/over six colors						
25.0	Matches objects of various shades from dark to light						
26.0	Matches objects of various intensities from bright to dull						
27.0	Finds target object from pictured group of grossly different objects (e.g., hat, car, flower, shoe)						
28.0	Finds target object from pictured group of similar objects (e.g., collie, shepherd, poodle, beagle						
29.0	Points to specified object to left/to right						
30.0	Finds two objects in picture and connects them with a line						

		1	2	3	4	5	6
31.0	Makes fine discriminations in size--to the 1/2 inch.						
32.0	Makes discriminations in size to the 1/4 inch . .						
33.0	Makes discriminations in size to the 1/8 inch . .						
34.0	Identifies missing or incongruous element of picture						
35.0	Identifies look-alike words correctly						
36.0	Puts together complex puzzles						
37.0	Strings small beads reproducing color and shape sequence.						
38.0	Scans horizontal line of objects left to right. .						
39.0	Reproduces number, direction and color of pegboard design.						
40.0	Makes fine visual discriminations--matches letters that look very similar (e.g., b, d, and p; n, u, and v)						
41.0	Copies-from model-letters, numbers in correct sequence.						
42.0	Reproduces previously viewed letters, numbers in correct sequence						
43.0	Reproduces previously viewed complex pattern/ design correctly.						
44.0	Reports dominant object in visual field as such .						
45.0	Identifies whole object/design when part viewed .						
46.0	Reports whole picture as well as details.						
47.0	Recalls three objects after 10-second exposure. .						
48.0	Recalls three objects after 10-second exposure when more than one minute has elapsed						
49.0	Recalls five objects after 10-second exposure . .						
50.0	Recalls ten objects after 10-second exposure. . .						

16
GROSS MOTOR I

IDENTIFYING BEHAVIORS:

Shows no protective behavior (e.g., does not extend arms when falling) ● Shows no reflexive righting behavior ● Shows no movement from back, side, stomach positions ● Walks only with physical assistance ● Walks on tiptoes ● Avoids walking up and/or down incline or stairs ● Falls off side of chair if not supported ● Slides forward on chair if not supported

Date of observation ___________

		1	2	3	4	5	6
1.0	Holds head up and steady when held against shoulder.						
2.0	Uses simple hand movements to the side.						
3.0	Lifts head when lying flat on stomach						
4.0	Shows protective behavior (e.g., extends arms when falling.						
5.0	Uses reflexive arm and leg thrusts/voluntary arm and leg thrusts						
6.0	Creeps while flat on stomach using random motion.						
7.0	Creeps from stomach position using arms together, legs together						
8.0	Holds head steady and erect when lifting head						
9.0	Turns from side to back						
10.0	Turns over by self from stomach to back/from back to side.						
11.0	Supports self on extended elbows.						
12.0	Sits if supported by pillow, chair, etc.						
13.0	Uses arms to raise trunk from stomach position.						
14.0	Shifts weight on extended arms to reach. Reaches to one side						
15.0	Pulls self to sitting position and sits alone without aid for 10 seconds/30 seconds/1 minute.						

		1	2	3	4	5	6
16.0	Bounces up and down in sitting position						
17.0	Rocks back and forth (e.g., in rocking chair)						
18.0	Rolls from back to side to stomach using arms for thrust						
19.0	Creeps reciprocally from stomach position using right hand and left leg together, left hand and right leg together						
20.0	Assumes crawling position. Crawls on hands and knees using random movement						
21.0	Pulls self to standing position. Stands with support						
22.0	Crawls using both hands together, both knees together (i.e., like a rabbit hop)						
23.0	Crawls reciprocally using right hand and left knee together, left hand and right knee together						
24.0	Takes simple stepping movements with aid						
25.0	Sits down from standing position with aid						
26.0	Rolls a large ball when seated on floor						
27.0	Uses smooth stepping movements to walk with aid (hands held by adult)						
28.0	Stands alone without aid. Stands from sitting or lying position						
29.0	Walks forward alone						
30.0	Pushes and pulls doors open and closed						
31.0	Climbs onto chair/onto small wheel toy						
32.0	Walks backward for 3 feet/sideways for 3 feet						
33.0	Completes a sideways(log) roll						
34.0	Walks up and down stairs using rail, both feet on each step/without rail						
35.0	Runs a distance of 10 feet						
36.0	Tosses a large ball with both hands underhand						

		1	2	3	4	5	6
37.0	Kicks a large stationary ball without falling						
38.0	Begins a simple somersault						
39.0	Walks up and down a 15-degree incline						
40.0	Stands on one foot holding support						
41.0	Climbs up and down ladder one rung at a time						
42.0	Bends over to pick up objects without falling						
43.0	Squats, maintaining balance						
44.0	Walks ten feet pushing and pulling a wagon-type object						
45.0	Catches a large ball thrown from 5 feet by pushing it with arms against body						
46.0	Jumps from bottom step (12 inches high), feet together						
47.0	Stands on tiptoe for 10 seconds						
48.0	Walks two steps on 4-inch wide paper line/on 4-inch wide beam						
49.0	Walks 20-foot diameter circle staying on path						
50.0	Walks up and down stairs using rail, alternate feet/without rail						

17
GROSS MOTOR II

IDENTIFYING BEHAVIORS:

Bumps into objects while walking/running ● Loses balance when hopping, jumping, leaping, standing on one foot, walking, riding a bicycle ● Misses a large or small ball thrown to him ● Walks, runs with unsteady/clumsy movements ● Has difficulty performing simple acrobatic stunts ● Performs poorly if at all in team sports ● Throws ball in undirected fashion ● Has difficulty keeping afloat in water

Date of observation ___________

		1	2	3	4	5	6
1.0	Tosses a large ball in air and catches it with hands, body.						
2.0	Bounces a large ball on floor and catches it with hands, body						
3.0	Throws a large ball--in general direction intended--from chest position with two hands . .						
4.0	Throws a large ball against wall and catches it with hands, body.						
5.0	Catches with hands and body a large ball thrown by another from 5 feet						
6.0	Catches with hands a large ball thrown by another from 5 feet.						
7.0	Kicks a stationary ball using a two-step start .						
8.0	Jumps forward 3-foot distance, feet together/ backward 3 feet.						
9.0	Balances on one foot for 5 seconds, with eyes open, arms out to sides/arms folded in front . .						
10.0	Balances on one foot for 5 seconds, with eyes closed, arms out to sides/arms folded in front .						
11.0	Attempts to skip						
12.0	Performs complete somersault						
13.0	Maintains momentum on swing.						
14.0	Rides tricycle						

		1	2	3	4	5	6
15.0	Gallops forward and backward.						
16.0	Runs a 20-foot distance, breaking stride and rhythm.						
17.0	Runs through an obstacle course, avoiding objects/persons in path						
18.0	Walks 10 feet carrying an object which blocks view of floor						
19.0	Lifts torso from ground to complete one sit-up.						
20.0	Walks 12 feet on 4-inch wide beam without stepping off.						
21.0	Lifts body with knees on floor to complete one girl's push-up.						
22.0	Touches toes while in sitting position, legs outstretched.						
23.0	Lifts body from floor to complete one boy's push-up						
24.0	Walks up and down stairs carrying a breakable object.						
25.0	Hops 3-foot/5-foot/15-foot distance on one foot						
26.0	Hangs from bar using overhead grip for 5 seconds						
27.0	Hangs from laddered bars and swings across. . .						
28.0	Strikes with bat a large stationary ball/large rolled ball/large bounced ball.						
29.0	Strikes with hand a large ball thrown from 5 feet/strikes with bat ball thrown from 5 feet .						
30.0	Propels, rides and steers a wagon						
31.0	Rides bicycle with training wheels.						
32.0	Maintains chin-up position while hanging on bar for 5 seconds						
33.0	Jumps over 6-inch high rope, feet together. . .						
34.0	Hops on each foot two times in place.						

		1	2	3	4	5	6
35.0	Throws small ball 25 feet using cross-lateral shift of body weight.						
36.0	Runs 50-yard dash within 10 seconds						
37.0	Strikes with bat a small ball thrown from 5 feet.						
38.0	Stands up within 5 seconds after lying on back without losing balance.						
39.0	Runs up to and kicks a large moving ball. . . .						
40.0	Jumps over 15-inch high rope, feet together . .						
41.0	Jumps or skips rope						
42.0	Leaps over objects in obstacle course						
43.0	Rides standard-sized bicycle.						
44.0	Catches a small ball thrown from 20 feet. . . .						
45.0	Throws a small ball 50 feet						
46.0	Jumps forward five-foot distance, feet together/ backward 5-foot distance, feet together						
47.0	Skips using alternate feet forward/backward. Completes 10 jumping jacks or side-straddle hops.						
48.0	Floats in water. Swims using arms and legs . .						
49.0	Participates actively in team sports requiring varied skills (e.g., softball, football, volleyball, basketball, etc.)						
50.0	Performs gymnastic feats (e.g., backward roll head stand, backbend, cartwheel, hand stand). .						

18

PRE-ARTICULATION

IDENTIFYING BEHAVIORS:

Drools ● Uses motion of head, not tongue, to lick ● Does not blow ● Blows in undirected, uncontrolled fashion ● Vocalizes while inhaling ● Sucks liquid from straw ineffectively ● Does not point or manipulate tongue ● Points tongue in specified direction only with aid of lips ● Demonstrates little/no lip movement or control ● Does not purse lips to kiss ● Uses one- and two-syllable sounds without inflections ● Maintains open mouth position at inappropriate times ● Displays poor muscle control of neck, trunk, head, cheeks (e.g., tenses body while vocalizing) ● Eats baby food only ● Rejects textured food ● Does not chew or bite ● Grunts or uses one sound for all communication

Date of observation ___________	1	2	3	4	5	6
1.0 Breathes from diaphragm in imitation or on request						
2.0 Maintains established rhythmic breathing pattern from diaphragm (e.g., completes exhalation before additional inhalation)						
3.0 Produces vocal sound on exhalation						
4.0 Sucks liquid from a straw ineffectively (e.g., spilling, drooling)						
5.0 Sucks liquid from a straw getting all liquid into mouth						
6.0 Uses teeth for biting						
7.0 Uses teeth for chewing						
8.0 Chews in rotary motion						
9.0 Moves food from side to side in mouth						
10.0 Controls drooling and saliva flow while eating						
11.0 Swallows biteful of food after chewing						
12.0 Looks at mouth to get cues for sound production						

		1	2	3	4	5	6
13.0	Blows and vocalizes in non-specific direction						
14.0	Blows using a controlled stream of air (e.g., at a feather, candle, bubble-blower)						
15.0	Blows in specified direction (e.g., straight out, to side)						
16.0	Opens and closes mouth in imitation or on request						
17.0	Controls saliva. Prevents drooling						
18.0	Presses lips together in imitation or on request						
19.0	Purses or rounds lips in imitation or on request (e.g., kisses a doll)						
20.0	Places teeth together in biting position on imitation or request						
21.0	Moves tongue past lip-line in any direction to outside of mouth						
22.0	Moves tongue flat out of mouth in relaxed position						
23.0	Points tongue straight out of mouth in tensed position						
24.0	Points tongue up and down with aid of lips to give direction						
25.0	Points tongue up and down without aid of lips to give direction						
26.0	Points tongue side to side with aid of lips to give direction						
27.0	Points tongue side to side without aid of lips to give direction						
28.0	Licks upper lip with one continuous lick keeping tongue on lip at all times						
29.0	Licks lower lip with one continuous lick keeping tongue on lip at all times						
30.0	Licks upper lip with short, staccato movements						
31.0	Licks lower lip with short, staccato movements						

		1	2	3	4	5	6
32.0	Places lower lip under upper teeth.						
33.0	Places teeth/jaws in partially opened position (e.g., within two finger-widths' distance together)						
34.0	Places tongue between teeth						
35.0	Places tongue behind upper teeth.						
36.0	Places tongue against roof of mouth						
37.0	Maintains closed mouth position except for eating, drinking, talking, etc.						
38.0	Imitates speech movements without sound production						
39.0	Cries using sounds that change in pitch to indicate change in bodily state (e.g., hunger, wetness, pain).						
40.0	Vocalizes feelings of pleasure or pain (e.g., squeals, coos, whines, grunts).						
41.0	Makes any vowel-like sound.						
42.0	Makes any vowel-like sound with high-low or up-down inflection.						
43.0	Babbles by repeating a vowel and consonant sound over and over (e.g., ga-ga-ga).						
44.0	Makes consonant and vowel sound with inflection.						
45.0	Imitates sounds without meaning						
46.0	Imitates sounds of objects/animals (e.g., bow-wow, choo-choo, moo).						
47.0	Uses meaningless syllables (jargon speech) as though they were meaningful.						
48.0	Uses one-syllable sound for an object/person (e.g., wa for water).						
49.0	Uses a two-syllable sound for an object/person (e.g., wa-wa for water, ma-ma for mother)						
50.0	Says first intelligible, spontaneous word . .						

19
ARTICULATION

IDENTIFYING BEHAVIORS:

Omits sounds in words ● Substitutes one sound for another in words ● Distorts sounds in words ● Uses incorrect resounding chamber (nose, mouth, larynx) to produce sounds ● Makes unintelligible sounds ● Speaks in muffled, garbled, unclear manner

Date of observation ________	1	2	3	4	5	6
1.0 Makes all long vowels in isolation (e.g., ā in date, ē in beat, ī in side, ō in bone, ü in rule)						
2.0 Makes all short vowels in isolation (e.g., a in mat, e in bed, i in tip, ä in car and cot, ə in drum, yu̇ in fury)						
3.0 Uses all long vowels with m to form consonant-vowel nonsense syllables (e.g., mē, etc.)						
4.0 Uses all long vowels with p, b to form consonant-vowel nonsense syllables (e.g., pē, bē)						
5.0 Uses all short vowels with m, b, p to form consonant-vowel nonsense syllables (e.g., mä, pä, bä, etc.)						
6.0 Makes all vowel diphthongs in isolation (e.g., au̇ in out, ȯi in coil, u̇ in book, ȯ in saw, ai in bite, ju in use)						
7.0 Uses all long vowels with h, w, hw, (wh) to form consonant-vowel nonsense syllables						
8.0 Uses all short vowels with h, w, hw (wh) to form consonant-vowel nonsense syllables						
9.0 Uses all long vowels with t, d, k, g to form consonant-vowel nonsense syllables						
10.0 Uses all short vowels with t, d, k, g to form consonant-vowel nonsense syllables						
11.0 Uses all diphthongs with m, p, b to form consonant-vowel nonsense syllables						

	1	2	3	4	5	6
12.0 Uses all diphthongs with h, w, hw (wh) to form consonant-vowel nonsense syllables. . .						
13.0 Uses all diphthongs with t, d, k, g to form consonant-vowel nonsense syllables.						
14.0 Uses consonant sounds m, p, b, t, d, k, g, h, w, hw in the initial position in one-syllable words.						
15.0 Uses above consonant sounds in the initial position in two-syllable words.						
16.0 Uses all vowels (long, short, diphthongs) with m, p, b to form vowel-consonant nonsense syllables						
17.0 Uses all vowels with t, d, k, g to form vowel-consonant nonsense syllables.						
18.0 Uses m, p, b, t, d, k, g in the final position in one-syllable words						
19.0 Uses m, p, b, t, d, k, g in the final position in two-syllable words						
20.0 Uses all vowels (long, short, diphthongs) with f and v to form consonant-vowel nonsense syllables						
21.0 Uses all vowels with f and v in initial position in one-syllable words.						
22.0 Uses all vowels with f and v to form vowel-consonant nonsense syllables.						
23.0 Uses f and v in final position in one-syllable words						
24.0 Uses f and v in initial and final position in two-syllable words.						
25.0 Uses all above vowels and consonants in medial position in two-syllable words.						
26.0 Uses all above vowels and consonants in medial position in three-syllable words.						
27.0 Uses all vowels (long, short, diphthongs) with s, z (zone), zh (vision), sh, ch, th (thin and that) to form consonant-vowel nonsense syllables.						

	1	2	3	4	5	6
28.0 Uses all vowels with s, z, zh, sh, ch, th in initial position in one-syllable words . . .						
29.0 Uses all vowels with s, z, zh, sh, ch, th to form vowel-consonant nonsense syllables. . .						
30.0 Uses s, z, zh, sh, ch, th in final position in one-syllable words						
31.0 Uses s, z, zh, sh, ch, th in initial and final position in two-syllable words.						
32.0 Uses all vowels (long, short, diphthongs) with n, r, l, j, y to form consonant-vowel nonsense syllables.						
33.0 Uses all vowels with n, r, l, j, y in initial position in one-syllable words.						
34.0 Uses all vowels with n, ng, r, l, j, y to form vowel-consonant nonsense syllables						
35.0 Uses n, ng, r, l, j, y in final position in one-syllable words.						
36.0 Uses n, ng, r, l, j, y in initial and final position in two-syllable words.						
37.0 Uses s, z, zh, sh, ch, th, n, ng, r, l, j, y in medial position in one-syllable words. . . .						
38.0 Uses s, z, zh, sh, ch, th, n, ng, r, l, j, y in medial position in two-syllable words. . . .						
39.0 Uses all consonant and vowel sounds in all positions within one-syllable words						
40.0 Uses all consonant and vowel sounds in all positions within two-syllable words						
41.0 Uses all consonant and vowel sounds in all positions within three-syllable words						
42.0 Uses all consonant and vowel sounds in all positions within four-syllable words.						
43.0 Accents two- and three-syllable words on correct syllable.						
44.0 Uses all consonant and vowel sounds in phrases						

	1	2	3	4	5	6
45.0 Uses all consonant and vowel sounds in sentences.						
46.0 Uses all consonant and vowel sounds in spontaneous speech with 75% intelligibility. . .						
47.0 Uses all consonant and vowel sounds in spontaneous speech with 100% intelligibility						
48.0 Says all sounds in up to four-syllable words with 100% intelligibility.						

20

LANGUAGE COMPREHENSION

IDENTIFYING BEHAVIORS:

Appears not to understand what is being said ● Does not respond to name, words ● Does not answer questions correctly ● Does not follow verbal directions ● Does not locate, place objects according to verbal directions ● Does not point to familiar objects/persons on request

Date of observation ____________	1	2	3	4	5	6
1.0 Responds to spoken sounds (e.g., smiles, frowns, changes behavior)						
2.0 Stops activity upon simple command (e.g., no, stop, don't).						
3.0 Responds to name by stopping activity, looking up, or going to speaker						
4.0 Gestures appropriately to simple verbal requests without physical model (e.g., waves bye-bye).						
5.0 Points to ten body parts or possessions on request						
6.0 Points to members of family, familiar home objects on request.						
7.0 Follows verbal direction when accompanied by gestures (e.g., come, sit, bring)						
8.0 Follows one simple verbal command given without gestures.						
9.0 Performs appropriate action when self pronouns me, my, mine, I are used (e.g., give me the ball)						
10.0 Performs appropriate action when given one-step verbal command using pronouns he, she, it						
11.0 Performs appropriate action when given one-step verbal command using pronouns him, her, you, they.						
12.0 Performs appropriate action when given one-step verbal command using pronouns his, hers, yours, theirs						

	1	2	3	4	5	6
13.0 Responds non-verbally (e.g., nods, points, shakes head) to concrete questions (e.g., do you want a cookie?)						
14.0 Responds correctly and non-verbally to physical state questions (e.g., are you tired?)						
15.0 Points to common objects according to function (e.g., something to sleep on)						
16.0 Points to or places object up, down						
17.0 Points to or places object on, in, out. . . .						
18.0 Points to or places object under, over. . . .						
19.0 Points to or places object on top, bottom . .						
20.0 Points to or places object by, beside, behind.						
21.0 Points to or places object before, after. . .						
22.0 Points to or places object above, below . . .						
23.0 Points to or places object in front, back . .						
24.0 Points to or places object around, through. .						
25.0 Points to person/object connected with own school on request						
26.0 Points to person/object connected with own neighborhood or community on request.						
27.0 Responds correctly and nonverbally to questions concerning abstracts or concepts (e.g., do you like art?)						
28.0 Answers specific questions based on spoken material						
29.0 Chooses main ideas from spoken material . . .						

21

LANGUAGE DEVELOPMENT

IDENTIFYING BEHAVIORS:

Indicates needs by gestures ● Speaks in fragments - words, phrases, short sentences ● Speaks only in simple sentences ● Speaks only using present tense ● Uses incorrect pronoun, verb, or both (e.g., me go, I goes) ● Uses first name instead of pronoun I or me ● Asks questions using voice inflection rather than complete sentences ● (e.g., that a car?) ● Participates rarely in class discussions

	Date of observation ____________	1	2	3	4	5	6
1.0	Vocalizes feelings of pleasure or pain (e.g., squeals, coos, laughs, whines, grunts)						
2.0	Uses facial and arm gestures with vocalizations						
3.0	"Talks" to self in mirror using melodic, rhythmic speech patterns - words not coherent						
4.0	Communicates by pulling another to show him object/person/situation						
5.0	Uses one word for many related things						
6.0	Refers to self by first name						
7.0	Names familiar object upon seeing it again, using one-syllable word						
8.0	Names familiar object upon seeing it again, using two-three syllable word						
9.0	Names five familiar objects (e.g., toys, animals, clothing, body parts)/ten objects/ twenty objects						
10.0	Uses one-word verb in present tense (e.g., go, run)						
11.0	Uses pronouns me, my, mine						
12.0	Uses adjectives (e.g., good, big)						
13.0	Uses noun with article (e.g., a dog, the car)						
14.0	Uses noun with possessive (e.g., my dog, Daddy car)						

		1	2	3	4	5	6
15.0	Uses noun with quantifier (e.g., more candy, no car).						
16.0	Uses noun with adjective (e.g., good dog, big car).						
17.0	Uses noun with locator (e.g., there dog, here car)						
18.0	Uses noun with demonstrator (e.g., this dog, that car).						
19.0	Uses noun with identifier (e.g., it dog, it's a car)						
20.0	Uses two-word predicate phrases (e.g., dog there, car broken).						
21.0	Uses verb with noun (e.g., see dog, push car).						
22.0	Uses verb with preposition (e.g., go up, fall down).						
23.0	Uses verb with noun (e.g., dog see, car go) .						
24.0	Uses two-word fragments with locators (e.g., up there)/with prepositions (e.g., to school)/ with negatives (e.g., not car)/ with conjunctions (e.g., and car).						
25.0	Uses two-word stereotyped phrases (e.g. don't cry, be careful)						
26.0	Uses pronouns I, him, he, his, her, she, hers you, yours appropriately.						
27.0	Combines article, possessive, quantifier, and/or adjective with noun to form three-word noun phrases (e.g., my big car)						
28.0	Combines article, possessive, quantifier, and/or adjective with noun to form four-word noun phrases (e.g., the other big car). . . .						
29.0	Combines locator, demonstrator or identifier with noun phrase (e.g., there the big car, that my car).						
30.0	Uses predicate phrases with noun phrases (e.g., my dog there, the car broken).						

		1	2	3	4	5	6
31.0	Uses verb with noun phrase (e.g., see the big dog, ride in a car)						
32.0	Uses three and four-word stereotyped phrases (e.g., reach the top, go round and round)						
33.0	Uses noun plurals (e.g., dogs). Uses verb plurals (e.g., runs, goes).						
34.0	Uses pivot verb "is" to form kernel sentences (e.g., it is a dog, the car is broken).						
35.0	Combines noun phrase and verb phrase to form kernel sentences (e.g., I see a dog, Mommy put car there).						
36.0	Asks questions using "is" and "have" forms (e.g., is that a dog?).						
37.0	Asks questions using "wh" (e.g., where is the dog?)						
38.0	Uses negatives in sentences (e.g., the car is not broken). Uses contractions (e.g.,can't).						
39.0	Uses conjunctions in sentences (e.g., Mommy and me ride in the car)						
40.0	Uses infinitive verb forms in sentences (e.g. I want to/wanna have a dog)						
41.0	Uses auxiliary verbs "am", "is", "are" with present participle (e.g., is running)						
42.0	Carries on a conversation. Initiates conversation						
43.0	Describes action in a picture using the present tense						
44.0	Uses past tense by adding "ed" to verb (e.g. skipped, jumped).						
45.0	Uses past participle to form past tense (e.g. he ran to the car).						
46.0	Uses verb "have" to form past tense (e.g. he has run far)						
47.0	Uses "will" to form future tense (e.g., he will run far)						

		1	2	3	4	5	6
48.0	Describes events of past and future experience in logical, sequential order.						
49.0	Uses compound sentences containing more than one main clause (e.g., I ran to the store and came back in an hour)						
50.0	Uses complex sentences with one main clause and one or more subordinate clauses (e.g., I ran to the store while it was still light).						

22
LISTENING

IDENTIFYING BEHAVIORS:

Seldom looks at speaker ● Doesn't look at teacher while being spoken to ● Doesn't maintain eye contact ● Doesn't follow teacher directions or instructions ● Answers questions incorrectly or not at all

	Date of observation ___________	1	2	3	4	5	6
1.0	Looks in direction of speaker						
2.0	Looks directly at speaker						
3.0	Looks at face of speaker.						
4.0	Looks at mouth of speaker						
5.0	Looks directly at speaker through duration of speech.						
6.0	Maintains eye contact when spoken to or speaking.						
7.0	Replies to conversational questions inappropriately (e.g., gives incorrect first name when asked)						
8.0	Replies to conversational questions appropriately.						
9.0	Performs behaviors or tasks designated by verbal instructions when given directly to the individual.						
10.0	Follows directions when given to group. . . .						
11.0	Gets required materials (more than are necessary).						
12.0	Gets required materials (only necessary amount or type) when asked.						
13.0	Organizes materials to comply with directions						
14.0	Distinguishes between messages that differ by noun or verb (e.g., The dog goes away vs. the cat goes away)						
15.0	Answers specific questions based on spoken material.						

		1	2	3	4	5	6
16.0	Answers questions on material read aloud by self.						
17.0	Correctly answers questions concerning message spoken less than one minute before. .						
18.0	Correctly answers questions concerning message spoken more than one minute before. .						
19.0	Distinguishes between messages that differ by ancillary parts of speech - (prepositions, articles, conjunctions, etc.)						
20.0	Carries out two simple related successive commands (e.g., go get your hat and put it on) but not in sequential order						
21.0	Carries out two simple related successive commands in order						
22.0	Carries out two simple unrelated successive commands (e.g., bring me the milk and put on your coat) but not in sequential order . . .						
23.0	Carries out two simple unrelated successive commands in order						
24.0	Carries out three related successive commands but not in sequential order						
25.0	Carries out three related successive commands in given order.						
26.0	Carries out four related successive commands but not in sequential order						
27.0	Carries out four related successive commands in given order.						
28.0	Carries out three unrelated successive commands but not in sequential order						
29.0	Carries out three unrelated successive commands in given order.						
30.0	Carries out four unrelated successive commands but not in sequential order						
31.0	Carries out four unrelated successive commands in given order.						
32.0	Carries out more than four commands in specified order						

	1	2	3	4	5	6
33.0 Rephrases what happened in story previously read by another						
34.0 Rephrases others' comments in a discussion. .						
35.0 Does task implied - not specifically stated - in spoken message						
36.0 Distinguishes between spoken messages differing only in tone						
37.0 Chooses previously specified details from spoken material						
38.0 Makes facial expressions appropriate to spoken material (e.g., smiles at another's joke)						
39.0 Uses posture appropriate for relationship to speaker (e.g., sits straight in chair when authority figure speaking).						

23
ADAPTIVE BEHAVIORS

IDENTIFYING BEHAVIORS:

Uses object in ritual manner ● Performs previously mastered task repetitiously--perseverates ● Does not approach or manipulate new objects ● Resists learning new skills ● Stops work, withdraws or gets confused when unexpected change occurs ● Initiates interaction with peers rarely ● Performs task/activity only in structured, well-defined situations ● Will not attempt new activities or become involved in new situations/change in routine

Date of observation ___________

	1	2	3	4	5	6
1.0 Looks at hands.						
2.0 Moves hands in front of face separately . . .						
3.0 Brings hands together in front of face, looking at them						
4.0 Plays with hands while looking at them . . .						
5.0 Puts hands in mouth						
6.0 Tolerates new object's presence in room . . .						
7.0 Moves toward new object						
8.0 Touches new object						
9.0 Manipulates new object for short time						
10.0 Uses object in usual manner, but exchanges it for another.						
11.0 Experiments with new object using more than one sense						
12.0 Uses new object differently than other objects						
13.0 Talks while playing						

		1	2	3	4	5	6
14.0	Uses new object for designed purposes						
15.0	Engages in interaction(s) with another person.						
16.0	Role plays (e.g., tea parties, dress-up, play house).						
17.0	Discusses possible new activities/tasks . . .						
18.0	Plays game by self - always same game						
19.0	Plays different games by self						
20.0	Plays game with another person.						
21.0	Discusses previously mastered activities/ tasks and relates them to new activities/ tasks						
22.0	Performs new activities/tasks when required/ forced.						
23.0	Tries again when change or disappointment occurs if a recovery period has elapsed . . .						
24.0	Tries again when change or disappointment occurs if reassured						
25.0	Remains calm if disappointment occurs and no remedy is possible (e.g., receives no phone call, letter)						
26.0	Changes routine when alternatives are presented - accepts change.						
27.0	Changes routine/tries new activities when reasons are explained						
28.0	Tries again when change or disappointment occurs without a recovery period, reassurance, alternatives or reasons						
29.0	Performs new activities/tasks voluntarily . .						
30.0	Behaves according to peer group norm in moderately structured/defined situations. . .						
31.0	Follows class routine when there are changes in teacher's dress, hair, etc						

		1	2	3	4	5	6
32.0	Performs activities/tasks in presence of or when led by new person (e.g., substitute teacher, classroom observer, volunteer, parent)						
33.0	Follows class/school rules after two-day absence (e.g., weekend or illness)						
34.0	Follows class/school rules after three-day absence (e.g., weekend or illness)						
35.0	Follows class/school rules at beginning and end of school week (e.g., Monday & Friday)						
36.0	Independently tries out new activities, puts ideas or things into new combinations						
37.0	Creates own task/activity with new object - uses object in different ways						
38.0	Adjusts behavior to fit rules and routines of different situations (e.g., a friend's house, a restaurant, cafeteria)						
39.0	Schedules own activities to fit within specified time frame						
40.0	Behaves according to peer group norm in minimally structured or defined situations						

24

IMPULSE CONTROL

IDENTIFYING BEHAVIORS:

Displays self-stimulating behaviors (e.g. rocks back and forth) ● Displays self-destructive behaviors (e.g., head or back banging, face or self slapping, scratching) ● Blows up, becomes excited, loses self-control when he cannot do or get what he desires, encounters problems, etc. ● Withdraws or becomes aggressive for long periods when scolded, criticized, teased ● Overreacts to the slightest provocation (e.g., sulks or explodes) ● Blows up, gets excited, etc., when offered constructive, helpful criticism ● Displays inappropriate affect (e.g., laughs or cries for no apparent reason) ● Displays inappropriate facial expressions ● Wanders around room, plays with instructional materials ● Shifts position often, fidgets ● Changes activities/responses rapidly and without apparent previous consideration - impulsivity Calls or acts out when seeking attention ● Displays unacceptable affectionate behavior ● Does not visibly react to usually stimulating/exciting situations ● Interferes with or disrupts work of other children ● Cries often ● Verbalizes feelings of depression, unhappiness often ● Becomes irritated or upset easily

	1	2	3	4	5	6
1.0 Sits quietly for 30 seconds when group is listening to stories, music						
2.0 Sits quietly for one minute when group is listening to stories, music						
3.0 Takes turns in game activity 25% of time or less						
4.0 Sits in seat, stands in line, etc., without fidgeting, moving for 25% or less of the activity.						
5.0 Sits quietly for more than one minute when group is listening to stories, music						
6.0 Displays self-destructive behaviors 75 to 100% of baseline.						

	1	2	3	4	5	6
7.0 Changes activity without emotional outburst when change cue is well defined (transition activity, bell)						
8.0 Changes routine without emotional outbursts when alternatives are presented						
9.0 Sits quietly for more than five minutes when group is listening to stories, music.						
10.0 Quiets down after active period (e.g., recess) if reminded frequently.						
11.0 Takes turns in game activity 25-50% of time .						
12.0 Sits in seat, stands in line, etc., without fidgeting, moving for 25-50% of the activity.						
13.0 Withdraws or becomes verbally aggressive for short periods when scolded, criticized, teased.						
14.0 Displays self-destructive behaviors 50-75% of baseline						
15.0 Calls or acts out while raising hand for attention						
16.0 Accepts change in routine without emotional outbursts when reasons are explained.						
17.0 Raises hand for attention						
18.0 Sits quietly for more than ten minutes when group is listening to stories, music.						
19.0 Takes turns in game activity 50-75% of the time.						
20.0 Sits in seat, stands in line, etc., without fidgeting, moving for 50-75% of the activity.						
21.0 Sits quietly for a full period when group is listening to stories, music						
22.0 Takes turns in game activity 75% or more of the time						
23.0 Sits in seat, stands in line, etc., without fidgeting, moving 75% or more of activity . .						

		1	2	3	4	5	6
24.0	Displays self-destructive behaviors 25-50% of baseline						
25.0	Quiets down immediately after active period and awaits instructions						
26.0	Leaves provoking situation						
27.0	Controls physical responses when angered						
28.0	Accepts most criticism with no emotional outbursts						
29.0	Changes activity without emotional outburst when change is announced						
30.0	Displays self-destructive behaviors 0 - 25% of baseline						
31.0	Displays affective behavior (e.g. laughing, crying) appropriate for the situation/place						
32.0	Acts according to social rules in work and play situations. Does not cry, act out when loses game or does not gloat when wins.						
33.0	Avoids disruptive actions in public places (e.g., slamming doors, running up and down aisles)						
34.0	Controls temper well: verbalizes feelings in a manner acceptable to home, school, neighborhood, etc.						
35.0	Accepts friendly teasing - smiles or laughs						
36.0	Plays and works without interfering with or disrupting work of others						
37.0	Recognizes own lack of self-control and works with other to improve self						
38.0	Plans/considers action before carrying it out						
39.0	Touches others in a manner suitable for the home, school, neighborhood, etc.						
40.0	Maintains self-control when faced with failure, problems, disappointments						

25

INTERPERSONAL RELATIONS

IDENTIFYING BEHAVIORS:

Rarely plays with other children ● "Negative" contributions to class discussions and activities (disrupts, changes subject, criticizes) ● Rarely speaks, leads activities or volunteers (Acts in a timid, withdrawn manner) ● Plays with objects rather than people ● Uses others to gain own ends, reward while depriving them of same chance (manipulative) ● Alienates peers by teasing, arguing or being cruel ● Rarely shares with others ● Rarely participates in group activities (plays or works alone, has few friends) ● Plays with younger (immature) children instead of peers ● Fights, hits, bullies, bosses peers (acts in an agressive manner) ● Considered wierd or pesty by peers

		1	2	3	4	5	6
1.0	Smiles, looks up when another person enters the room.						
2.0	Reaches for familiar people						
3.0	Becomes quiet when caressed						
4.0	Holds head up in group activities such as eating, games, etc.						
5.0	Returns smile when smiled at.						
6.0	Watches the movements of others - shows interest.						
7.0	Demands personal attention by making noises .						
8.0	Seeks attention of others (e.g., repeats performances that are laughed at).						
9.0	Moves near others during free play.						
10.0	Accepts help from others (e.g., when working on task).						
11.0	Plays alone in presence of others						
12.0	Shares when told to do so but complains . . .						

		1	2	3	4	5	6
13.0	Hits another, making excuses to teacher when confronted with deed.						
14.0	Exchanges items for play						
15.0	Watches others play and may join in for a few minutes						
16.0	Plays individually with adult						
17.0	Hits another, voluntarily making excuses to third party (e.g., goes to teacher)						
18.0	Plays with one or two others						
19.0	Responds to and makes verbal greetings.						
20.0	Plays cooperatively with another child (e.g., plays game requiring peer interaction).						
21.0	Shows affection for familiar person (e.g., hugs, pats, kisses, etc.)						
22.0	Accepts and shows affection appropriate to home, school, street.						
23.0	Hits another, afterwards verbalizing reasons to the one hit.						
24.0	Hits another and verbalizes while hitting						
25.0	Verbalizes feelings to another, then hits him						
26.0	Takes turns						
27.0	Plays with group of three or more						
28.0	Plays cooperatively in group activity						
29.0	Bargains with other children (e.g., If you let me have the swing, you can have the bike)						
30.0	Verbalizes feelings to another without hitting						
31.0	Plays group cooperative games with loose rules						
32.0	Interacts with others, keeping fighting or quarreling to minimum						

		1	2	3	4	5	6
33.0	Plays competitive active games such as hide and seek.						
34.0	Apologizes without being reminded						
35.0	Plays simple competitive table games such as "fish", "old maid", dominoes.						
36.0	Offers help to others voluntarily						
37.0	Protects other children and animals						
38.0	Shares toys with other children						
39.0	Comforts playmates in distress.						
40.0	Plays difficult games requiring skills, scoring and knowledge of rules						
41.0	Behaves in a courteous manner to peers and staff (e.g., offers seat, steps aside to let others pass).						
42.0	Contributes to class discussions and activities (e.g., brings in materials, relates personal experiences to activities, suggests ideas, plans projects, proposes solutions to problems).						
43.0	Participates in peer-group activities when not asked						
44.0	Disapproves of offensive peer behavior by ignoring or actively discouraging it.						
45.0	Verbalizes feelings of anger with other students/teacher.						
46.0	Initiates a compromise to resolve conflict with peer						
47.0	Uses actions of others as social cues (e.g., stands, kneels, whispers, shouts)						
48.0	Takes part in peer group activities such as clubs, teams, dances, parties						
49.0	Participates in peer-group activities when asked						
50.0	Leads peer group in various play and work activities						

26

RESPONSIBLE BEHAVIORS

IDENTIFYING BEHAVIORS:

Performs mischievous activities (e.g., turning heat off or down in room) ● Performs destructive acts (e.g., sets fires, kills animals) ● Destroys objects by breaking, tearing, crushing, etc. ● Disregards school rules and authority ● Physically/verbally acts out when asked to perform an activity by an authority figure (rebels) ● Responds negatively, not at all, or does the opposite when asked to perform an activity ● Ignores teacher requests for quiet or ceasing activity ● Does not make decisions; extreme reliance on adult guidance, support, reassurance ● Criticizes work of others, points out weaknesses and faults ● Does not act on suggestions offered, does tasks own way (willful, stubborn) ● Leaves work materials out when finished ● Acts in manner inappropriate for peer group

	1	2	3	4	5	6
1.0 Claims ownership of items and defends own possessions physically.						
2.0 Claims ownership of items and defends own possessions verbally						
3.0 Follows directions/performs activities given by authority, teacher						
4.0 Makes own decisions about activities with adult supervision						
5.0 Follows previously defined rules and regulations when authority figure is present . . .						
6.0 Accepts or follows reasonable school authority or rules. If rules or authority viewed as unfair, then protests in an appropriate manner						
7.0 Conforms to group decisions despite personal disappointment or disagreement						
8.0 Obeys newly-delegated authority figure (e.g., follows directions of a substitute teacher).						

		1	2	3	4	5	6
9.0	Follows previously defined rules and regulations when authority figure is not physically present or near						
10.0	Cooperates with teacher request for quiet,etc						
11.0	Returns objects or materials to their assigned or appropriate place						
12.0	Treats others' property as he would his own						
13.0	Behaves according to expressed or implied desires of others - is considerate						
14.0	Volunteers for tasks - accepts responsibility						
15.0	Performs assigned responsibilities						
16.0	Performs undesirable task when task is restructured so as to be viewed as desirable (e.g., a game is made out of it.)						
17.0	Comments on work of others by bringing out good points or suggesting improvements - constructive criticism						
18.0	Acts upon helpful criticism offered by authority (e.g., corrects mistake, looks for other solutions, explains reasoning)						
19.0	Performs undesirable task when given choice of doing something less desirable in its place						
20.0	Sacrifices immediate satisfaction on the promise of a later privilege - delayed reward						
21.0	Performs undesirable task when payoff for task is increased						
22.0	Organizes daily activities using lists, naming, etc						
23.0	Makes own decisions concerning activities with minimal adult supervision						
24.0	Orders activities according to some rational priority						
25.0	Schedules activities by time						

		1	2	3	4	5	6
26.0	Plans for future activities						
27.0	Performs undesirable tasks when requested even though obvious positive or negative consequences are absent						
28.0	Plays active group games following rules (e.g., dodge-ball, circle games, jump-rope)						
29.0	Plays simple table games following rules (e.g., cards, checkers, board games).						
30.0	Behaves according to stated social/school rules in work and play situations						
31.0	Persuades teacher or group to change activity in a manner appropriate for school/street situation						
32.0	Behaves so as to conform to stated and implied rules of conduct for school/play/home/work situations.						

27

PERSONAL WELFARE

IDENTIFYING BEHAVIORS:

Doesn't fear common dangers ● Injures self/others often ● Doesn't care for wounds ● Doesn't follow safety directions ● Acts carelessly near dangerous materials ● Doesn't follow traffic rules

Date of observation ____________	1	2	3	4	5	6
1.0 Remains seated in car or bus.						
2.0 Keeps seat belt fastened while in car or bus.						
3.0 Fastens own seat belt						
4.0 Boards, deboards school bus unassisted. . . .						
5.0 Locks nearest door in car when asked.						
6.0 Identifies gesturally or verbally dangerous situations or objects (e.g., hot oven, sharp scissors, irrigation ditches)						
7.0 Avoids or maintains distance from dangerous situations or objects (e.g., knives, hot stove)						
8.0 Tells/gestures/reports to adult about any danger/injury						
9.0 Keeps foreign objects out of eyes, ears, nose and mouth						
10.0 Attempts to protect self from attack.						
11.0 Reports injury of other to adult.						
12.0 Seeks out adult when an unfamiliar animal approaches.						
13.0 Identifies danger signal, stops activity and seeks adult						
14.0 Follows teacher's directions in fire or civil defense drill						
15.0 Walks to designated area(s) without supervision - no running						
16.0 Reads and follows directions on safety signs (e.g., stop, walk, don't walk, etc.).						

		1	2	3	4	5	6
17.0	Recognizes items he has been told are dangerous (e.g., electrical outlets, knives, etc.).						
18.0	Avoids danger areas (e.g., swing paths, tether ball arc, swimming pool)						
19.0	Remains in designated play areas						
20.0	Avoids following unknown people from yard/in crowd						
21.0	Approaches/leaves swing with caution.						
22.0	Handles sharp objects carefully (e.g., tweezers, scissors)						
23.0	Opens/closes windows carefully, when requested						
24.0	Carries chair with its legs facing forward.						
25.0	Keeps safe distance from matches, stove and open flame						
26.0	Refuses ride and/or gifts offered by stranger						
27.0	Goes to and from school bus unassisted.						
28.0	Walks on sidewalk - doesn't go into street.						
29.0	Removes wet clothing.						
30.0	Avoids approaching or touching unfamiliar animals						
31.0	Seeks nearest known adult upon advances of stranger.						
32.0	Looks both ways before leaving sidewalk, crossing street						
33.0	Uses play equipment without endangering others						
34.0	Follows rules during fire drill without adult help.						
35.0	Treats minor injuries (e.g., wash/bandage).						
36.0	Crosses street at corners or crosswalks. Crosses on green/walk, stands on red/wait						

		1	2	3	4	5	6
37.0	Operates machinery when supervised. Uses safety devices (e.g., goggles, mask)						
38.0	Rides bicycle on side of road with traffic. .						
39.0	Unplugs electric cords by plug (not cord) Reports damaged cord to adult						
40.0	Walks bicycle across streets at corner or crosswalk. Pushes button at corners for change of traffic light						
41.0	Walks on roadside facing traffic when no sidewalks						
42.0	Phones doctor/dentist for help/advice						
43.0	Reports a fire to fire department by telephone; contacts police; contacts hospital/ambulance.						
44.0	Avoids known dangerous plants, animals, insects; recognizes common harmful substances even if not labeled poison; identifies "spoiled" foods						
45.0	Follows water safety rules.						
46.0	Follows safety signs and signals (e.g., red lights, exit signs)						
47.0	Tells and/or demonstrates fire prevention rules -- how to use fire alarm and how to extinguish small fire; locates fire extinguisher and demonstrates use						
48.0	Identifies and locates source of odor associated with gas leak. Warns others or seeks help						
49.0	Identifies flammable liquids. Follows label precautions when storing and using flammables.						
50.0	Observes safety precautions in building and extinguishing a fire.						

28

SELF-CONFIDENCE

IDENTIFYING BEHAVIORS:

Hesitates to express opinions ● Gives excuses, rationalizations for failures ● Does not attempt to answer most questions - responds with "I don't know" ● Verbalizes feelings of poor self-image, self-confidence (e.g., says, "I feel dumb", "I can never do things", "I'm retarded") ● Deprecates school work - indicates dislike of end product ● Does not attempt activity or task (e.g., says, "I can't do it", "It's really hard for me", "I'm scared") ● Becomes panicky when asked questions (e.g., fidgets, taps pencil, looks around room for "escape") ● Does not initiate interaction with teacher/peers

Date of observation ___________

		1	2	3	4	5	6
1.0	Responds as briefly as possible to peer/teacher initiated interaction						
2.0	Participates in class activities when required to do so						
3.0	Answers personal questions.						
4.0	Takes part in class discussions concerning feelings when asked						
5.0	Volunteers personal information during class discussions						
6.0	Verbalizes opinions or performs activity/task in previous success (positively reinforced) situations						
7.0	Answers questions on material while it is being individually tutored.						
8.0	Answers questions on previous individually tutored material.						
9.0	Chooses to participate in class activities. .						
10.0	Verbalizes success at task performed, opinions presented or activity engaged in.						
11.0	Participates in conversations with teachers/peers						

		1	2	3	4	5	6
12.0	Verbalizes opinions or performs activity/task in new situations which resemble previous success situations						
13.0	Answers questions on material while it is being presented to the group.						
14.0	Answers questions on previous group-presented material						
15.0	Answers questions on self-read material just after it has been read.						
16.0	Answers questions on previous self-read material.						
17.0	Expresses opinions/performs activity or task in new situations in which success is questionable.						
18.0	Initiates conversation with teacher/peers . .						
19.0	Answers questions not explicit in material. .						
20.0	Leads group in simple class routines.						
21.0	Verbalizes success and failure (e.g., "I'm doing O.K. in math, but I'm not doing so well in reading.")						
22.0	Remains calm when asked questions and attempts answers						
23.0	Verbalizes success and failure and suggests way to reduce future failure situations . . .						
24.0	Leads group in class discussions.						
25.0	Displays clean, neat appearance						
26.0	Shows neatness in school work						
27.0	Displays creativity in art, music, writing, etc..						

29

HONESTY

IDENTIFYING BEHAVIORS:

Takes another's property and does not return it - steals ● Inaccurately recounts occurrences - lies ● Copies or takes another's work and claims it as his own - cheats ● When observed as the causative agent of a disturbance, denies his role or blames others for it ● Borrows property of others without asking owner, but returns it ● Takes item when it is hidden from view ● Rationalizes dishonest behavior

Date of observation ___________

		1	2	3	4	5	6
1.0	Takes an item only if that item is openly displayed						
2.0	Asks permission of owner after taking others' property						
3.0	Asks permission of owner while taking others' property						
4.0	Asks permission of owner before taking others' property						
5.0	Asks to use others' property but doesn't return it						
6.0	Asks to use others' property and returns it when reminded						
7.0	Asks to use others' property and returns it voluntarily						
8.0	Accepts legitimate blame when confronted with deed						
9.0	Accepts legitimate blame when asked more than once						
10.0	Voluntarily accepts legitimate blame.						
11.0	Accurately recounts occurrences (describes situations approximately as they occur; tells truth) less than 25% of the time.						
12.0	Accurately recounts occurrences between 25-50% of the time						

	1	2	3	4	5	6
13.0 Accurately recounts occurrences between 50-75% of the time						
14.0 Accurately recounts occurrences between 75-100% of the time.						
15.0 Produces work (claimed as own) without written or verbal assistance from other pupils or sources less than 25% of the time .						
16.0 Produces own work without help between 25-50% of the time						
17.0 Produces own work without help between 50-75% of the time						
18.0 Produces own work without help between 75-100% of the time.						

30

SOCIAL SPEECH

IDENTIFYING BEHAVIORS:

Stutters, stammers, mumbles ● Speaks rapidly, nervously ● Speaks rapidly with short lapses of time between words ● Speaks slowly with long lapses of time between words ● Speaks using inappropriate volume (yells, whispers, etc.) ● Speaks in a muffled, garbled, unclear manner ● Uses verbal obscenities and vulgarities ● Rarely participates in class discussions ● Doesn't follow verbal rules of etiquette (doesn't say "please", interrupts, prevents others from speaking, etc.) ● Continually changes subject without closure on any one area ● Stands too near/far when speaking to another ● Becomes stiff or moves in involuntary manner when trying to speak ● Forgets previously-used word needed to complete sentence often

Date of observation ___________

	1	2	3	4	5	6
1.0 Maintains appropriate social distance when speaking to another						
2.0 Responds to and makes verbal greetings and farewells						
3.0 Asks for what is desired						
4.0 Says "thank you", "you're welcome", or "please" when reminded						
5.0 Says "thank you", "you're welcome", or "please" after some hesitation.						
6.0 Says "thank you" for compliments or service. Says "please" with requests						
7.0 Makes excuses for interruption.						
8.0 Looks up/says "oh" while interrupting.						
9.0 Raises hand while interrupting.						
10.0 Hesitates or stops self while interrupting. .						
11.0 Says "excuse me" when interrupting.						

		1	2	3	4	5	6
12.0	Waits to be acknowledged verbally or by gesture before speaking						
13.0	Remains quiet when others are talking						
14.0	Uses correct titles when addressing people.						
15.0	Laughs at slapstick comedy.						
16.0	Laughs at comments intended to be humorous.						
17.0	Answers telephone and carries on simple conversation						
18.0	Speaks using appropriate volume in different situations.						
19.0	Speaks using appropriate pitch in different situations.						
20.0	Speaks at appropriate speed for the situation						
21.0	Speaks using appropriate tone in different situations.						
22.0	Speaks without stuttering or stammering						
23.0	Speaks without pausing between words or word groups - flowing speech						
24.0	Speaks clearly without mumbling						
25.0	Requests food or other items appropriately in public						
26.0	Participates in class discussions						
27.0	Uses acceptable language - does not use obscenities or vulgarities.						
28.0	Initiates or pursues topics in conversation consistent with place, role, social situation.						
29.0	Pauses to allow others to speak						
30.0	Adjusts responses or actions to type of call at door or on phone						
31.0	Models speech/tone after others in group						
32.0	Speaks on one subject long enough to obtain closure						

	1	2	3	4	5	6
33.0 Concludes or accepts conclusion of conversation in a polite manner						
34.0 Intentionally makes appropriate humorous remarks						
35.0 Makes introductions						
36.0 Takes message given on telephone.						
37.0 Orders service or goods by telephone.						
38.0 Carries on complex conversation over extended period of time.						
39.0 Participates in class discussions using average vocabulary for peer group						
40.0 Tells story/joke						
41.0 Gives oral reports, speeches.						
42.0 Expresses a concept verbally.						
43.0 Converses with people in various classes/situations, making self clear and understandable.						

31

SOCIAL EATING

IDENTIFYING BEHAVIORS:

Eats too fast(bolts) or too slow (dawdles) ● Eats/grabs another's food ● Chews/eats with mouth open ● Requires bib when eating ● Holds head too close to plate ● Eats with two hands at once ● Eats without keeping hand in lap ● Sits with feet on chair ● Refuses to taste new foods ● Eats only one type of food ● Eats without keeping napkin in lap ● Eats without using napkin to wipe hands/face ● Talks with mouth full ● Smacks lips ● Takes abnormal portions of foods ● Leaves table before others are finished ● Confuses knife, fork, spoon when setting table ● Leaves lunchroom without cleaning/disposing of dishes ● Leaves messy eating area

Date of observation ___________

		1	2	3	4	5	6
1.0	Retrieves lunch pail or bag.						
2.0	Sets or prepares table						
3.0	Sits at table during mealtime.						
4.0	Maintains upright position at table.						
5.0	Handles only own food/drink.						
6.0	Uses utensils/food for their intended purposes						
7.0	Leaves plate/bowl/glass on table when finished eating						
8.0	Keeps food and utensils on plate/in bowl . . .						
9.0	Requests aid for spills.						
10.0	Chews and swallows quietly with lips closed. .						
11.0	Eats most foods in a tidy manner						
12.0	Requests food/drink be passed at the table . .						
13.0	Passes food/drink on request						
14.0	Cleans up spills						
15.0	Eats at reasonable pace without bolting or dawdling						

		1	2	3	4	5	6
16.0	Uses napkin to wipe hands, mouth during and after meal.						
17.0	Keeps napkin in lap						
18.0	Eats with one hand in lap						
19.0	Keeps elbows off the table.						
20.0	Obtains replacement if utensil drops to floor .						
21.0	Chews and swallows to empty mouth before speaking.						
22.0	Eats items of a meal in standard order (e.g., desserts last).						
23.0	Samples new foods						
24.0	Eats without supervision.						
25.0	Waits until designated time to leave table (e.g., when excused, when others are finished, at 11:00, etc.)						
26.0	Puts lunch pail away.						
27.0	Throws garbage in can						
28.0	Takes dirty dishes to designated area						
29.0	Cleans off dishes, disposes of left-over food .						
30.0	Sorts dishes into proper places						
31.0	Washes dishes						
32.0	Cleans up eating/drinking area.						
33.0	Sweeps floor under eating area.						
34.0	Eats/drinks in manner appropriate for home, school, restaurant, cafeteria, friend's house, bar, etc.						
35.0	Selects portions of foods according to appetite, number of persons eating, nutritional value						
36.0	Selects foods according to time of day, nourishment, compatibility.						

32

ATTENTION SPAN

IDENTIFYING BEHAVIORS:

Remains at task only when distractions are not present ● Ignores teaching-oriented classroom stimuli (e.g., stares, looks out window, doesn't pay attention to teacher) ● Attends to task only with continual direction and/or assistance ● Displays bored behavior during classroom activities (e.g., yawns, rubs eyes, doodles, etc.) ● Attends to others' activities rather than own tasks ● Substitutes another activity for assigned task.

Date of observation __________

		1	2	3	4	5	6
1.0	Attends to easy/familiar written, motor, verbal or listening task from 0 to 5 seconds when supervised.						
2.0	Attends to easy/familiar task without supervision from 0 to 5 seconds						
3.0	Attends to easy/familiar task for 5 to 10 seconds when supervised						
4.0	Attends to easy/familiar task without supervision for 5 to 10 seconds						
5.0	Attends to easy/familiar task for 10 to 15 seconds when supervised						
6.0	Attends to easy/familiar task without supervision for 10 to 15 seconds						
7.0	Attends to easy/familiar task for 15 to 30 seconds when supervised						
8.0	Attends to easy/familiar task without supervision for 15 to 30 seconds						
9.0	Attends to easy/familiar task for 30 to 45 seconds when supervised						
10.0	Attends to easy/familiar task without supervision for 30 to 45 seconds						
11.0	Attends to easy/familiar task for 45 seconds to 1 minute when supervised						

	1	2	3	4	5	6
12.0 Attends to easy/familiar task without supervision for 45 seconds to 1 minute						
13.0 Attends to easy/familiar task for 1 minute to 5 minutes when supervised						
14.0 Attends to easy/familiar task without supervision for 1 minute to 5 minutes.						
15.0 Attends to easy/familiar task for 5 minutes to 10 minutes when supervised						
16.0 Attends to easy/familiar task without supervision for 5 minutes to 10 minutes						
17.0 Attends to easy/familiar task for 10 to 25 minutes when supervised						
18.0 Attends to difficult/novel task for 30 seconds to 1 minute when supervised						
19.0 Attends to difficult/novel task for 30 seconds to 1 minute without supervision						
20.0 Attends to difficult/novel task for 1 to 5 minutes when supervised						
21.0 Attends to difficult/novel task for 1 to 5 minutes without supervision						
22.0 Attends to easy/familiar task without supervision for 10 to 25 minutes						
23.0 Attends to difficult/novel task for 5 to 10 minutes when supervised						
24.0 Attends to difficult/novel task for 5 to 10 minutes without supervision						
25.0 Attends to difficult/novel task for 10 to 25 minutes when supervised						
26.0 Attends to difficult/novel task for 10 to 25 minutes without supervision						
27.0 Works in small group for 0 to 5 minutes						
28.0 Works in small group for 5 to 10 minutes . . .						
29.0 Attends to task(s) for full class period when supervised						

		1	2	3	4	5	6
30.0	Works in small group for 10 to 25 minutes						
31.0	Attends to task(s) without supervision for one full class period						
32.0	Works in small group for full class period--assigned time						
33.0	Remains at task for 0 to 5 minutes when distractions present						
34.0	Remains at task for 5 to 10 minutes when distractions present						
35.0	Remains at task for 10 to 15 minutes when distractions present						
36.0	Remains at task for 15 to 25 minutes when distractions present						
37.0	Remains at task for 25 to 45 minutes when distractions present						
38.0	Remains at task for full class period when distractions present						

ED 070 217 A GUIDE FOR THE MANAGEMENT OF SPECIAL EDUCATION PROGRAMS. 6.0 BCP BOOKLET.
SANTA CRUZ COUNTY SUPERINTENDENT OF SCHOOLS, CALIF. 72. 136P.

33
TASK COMPLETION

IDENTIFYING BEHAVIORS:

Starts or completes assignments rarely ● Delays or puts off starting assignments ● Works on assignment only when given individual directions/attention ● Stops work if any problem or interference is experienced ● Completes tasks in non-assigned order ● Consistently ignores instructive classroom stimuli (e.g., stares, looks out window, does not pay attention to tasks or teacher)

Date of observation ____________

		1	2	3	4	5	6
1.0	Starts auditory, visual, kinesthetic task/assignment only with much reminding/direction from teacher--continual attention/reinforcement						
2.0	Starts task before end of class period with little reminding--minimal attention/reinforcement						
3.0	Starts task before end of class period with no reminding--no attention/reinforcement						
4.0	Starts task (e.g., cleanup) at assigned time with some prompting						
5.0	Starts task at assigned time with no prompting						
6.0	Completes 0-10% of task only with continual attention/reinforcement						
7.0	Completes 0-10% of task with some attention/reinforcement						
8.0	Completes 0-10% of task with little attention/reinforcement						
9.0	Completes 10-25% of task only with continual reinforcement/attention						
10.0	Completes 10-25% of task with some attention/reinforcement						
11.0	Completes 10-25% of task with little attention/reinforcement						
12.0	Completes 25-50% of task only with continual attention/reinforcement						

		1	2	3	4	5	6
13.0	Completes 25-50% of task with some attention/ reinforcement						
14.0	Completes 25-50% of task with little attention/ reinforcement						
15.0	Completes 50-75% of task only with continual attention/reinforcement						
16.0	Completes 50-75% of task with some attention/ reinforcement						
17.0	Completes 50-75% of task with little attention/ reinforcement						
18.0	Completes 75-100% of task only with continual attention/reinforcement						
19.0	Completes 75-100% of task with some attention/ reinforcement						
20.0	Completes 75-100% of task with little attention/ reinforcement						
21.0	Continues to work or seeks help with task when faced with problems or potential failures						
22.0	Completes 100% of task						
23.0	Determines realistically when task is complete						
24.0	Completes tasks in assigned order 0-25% of time						
25.0	Completes tasks in assigned order 25-50% of time.						
26.0	Completes tasks in assigned order 50-75% of time						
27.0	Completes tasks in assigned order 75-100% of time						
28.0	Reviews or checks own work before handing it in as complete						
29.0	Completes 100% of task and proofreads or checks work to ensure completion						
30.0	Completes 100% of task, proofreads and corrects						
31.0	Checks work against model or standard						

	1	2	3	4	5	6
32.0 Completes 100% of task with corrections and begins new task when reminded						
33.0 Completes 100% of task and begins new task independently						
34.0 Independently evaluates quality of work product consistent with teacher's evaluation						

34

READING

IDENTIFYING BEHAVIORS:

Holds paper at other than 90-degree angle to read ● Reverses letters ● Moves eyes irregularly when reading (other than smooth, left-to-right progression) ● Incorrectly answers questions based on written material ● Substitutes, omits or adds words when reading written material aloud ● Points to individual words as they are being read ● Usually loses place in group reading ● Does not follow written directions ● Moves lips while reading silently ● Doesn't phonetically attempt to read new words ● Reads with lack of expression ● Reads at below average rate for peer group

	Date of observation ___________	1	2	3	4	5	6
1.0	Plays with book as toy						
2.0	Opens book, turns right side up						
3.0	Turns pages two-three at a time						
4.0	Points to picture of familiar object						
5.0	Turns pages one at a time						
6.0	Matches objects by color/size/shape						
7.0	Reproduces pegboard designs in terms of number, color, direction						
8.0	Places five pictures in logical sequence left to right						
9.0	Visually matches identical words in group of grossly different written words (e.g., cat, house, ball, cat, boy)						
10.0	Visually matches identical words in group of similar written words (e.g., cat, hat, rat, cat, car)						
11.0	Names capital and lower case consonants when shown written letter						
12.0	Names capital and lower case vowels when shown written letter						

		1	2	3	4	5	6
13.0	Says what sound capital and lower case consonants make when shown the written letter . . .						
14.0	Says how the following consonant blends sound when shown the letters: th, wh, ch, pl, dr, ck, sl, st, tr, br, sh, gr, pr, wr, sm, sk, sp, cl, bl, fl, fr, kn						
15.0	Reads simple three-letter words paired with picture						
16.0	Says what sounds capital and lower-case vowels make when shown the written letter						
17.0	Sight reads the following words: are, jump, from, long, fly, after, help, ask, down, blue, sleep, pretty, walk, round, green, two, when, soon, look, in, eat, one, old, before, red . .						
18.0	Sight reads the following words: thank, which, please, both, drink, pick, must, try, bring, show, know, wish, start, eight, warm, write, right, small, want, hold, always, once, laugh, work, first						
19.0	Says how the following consonant digraphs sound ft, nk, lk, nt, ng, nd, ld, gh, mb, mp, rd, rt, rk, rn, rm, rp, ct, wn, rl, lp,nc, gl, gn, sw, kl, rb, kr, ph, sc, wd, dw, rs, tw, sq . .						
20.0	Says how the following trigraphs sound: spr, str, thr, sch, ght, rst, spl, tch, shr, .						
21.0	Says how the following vowel diphthongs sound: ou, oi, oo						
22.0	Scans letters of word left to right						
23.0	Blends letter sounds to say the word as a unit						
24.0	Sight reads familiar meaningful units (e.g., blends, consonant and vowel digraphs, trigraphs						
25.0	Decodes multi-syllabic words by breaking them into familiar meaningful units (e.g., to-geth-er)						
26.0	Blends letter and meaningful unit sounds to say the multi-syllabic word as a unit						
27.0	Reads by sight 100 words						

		1	2	3	4	5	6
28.0	Scans words on page left to right. Scans page top to bottom						
29.0	Reads phrases/sentences						
30.0	Correctly answers questions related to previously read sentence.						
31.0	Reads and follows simple written directions (e.g., enter, exit, pull)						
32.0	Reads simple paragraphs						
33.0	Reads pre-primer (less than 50 words)						
34.0	Reads primer to self/aloud.						
35.0	Reads story to self and tells, illustrates, or acts out events in sequence.						
36.0	Reads aloud in meaningful phrases. Uses punctuation as a guide. Uses appropriate expression.						
37.0	Reads silently - moving lips OK - using finger to keep place on page.						
38.0	Turns page at correct time when story being read aloud by another						
39.0	Reads silently without using finger to keep place						
40.0	Answers questions on material read aloud or silently to self.						
41.0	Reads to obtain information to answer questions. Picks out pieces of information from newspapers, etc.						
42.0	Selects items based upon written description.						
43.0	Selects main idea of simple paragraph						
44.0	Reads books. Chooses own books						
45.0	Adjusts reading rate to type of material, difficulty, purpose, familiarity with subject						
46.0	Reads stories/books to others						

	1	2	3	4	5	6
47.0 Uses independent reading to initiate activities (e.g. hobbies)						
48.0 Researches given topic. Locates books in library using card catalogue.						
49.0 Follows written instructions in sequence to complete an activity (e.g., arrives at location using written directions).						
50.0 Reads at average rate for peer group.						

35

MATH

IDENTIFYING BEHAVIORS:

Does not add or subtract correctly ● Does not multiply or divide correctly ● Has difficulty solving word problems ● Forgets sequence of steps in long division ● Carries and/or borrows from wrong direction in addition, subtraction

Date of observation ____________	1	2	3	4	5	6
1.0 Sorts according to shape, size and length . .						
2.0 Locates big and little, large and small in groups of two objects						
3.0 Arranges objects in order of size from smallest to largest						
4.0 Determines which of two groups has more and less, many and few						
5.0 Locates big, bigger, biggest and small, smaller, smallest in group of objects						
6.0 Locates first, middle and last in group of objects						
7.0 Constructs set of one object.						
8.0 Constructs set of two objects						
9.0 Constructs set of three objects						
10.0 Counts orally to three						
11.0 Constructs set of four, five, six ...ten objects						
12.0 Counts orally to ten.						
13.0 Locates object of given number in group of ten (e.g., fourth object)						
14.0 Matches groups having equal numbers of objects up to ten						
15.0 Locates front and back, left and right. . . .						
16.0 Determines when there are enough, not enough, too many objects in a group to match specified number (up to ten)						

		1	2	3	4	5	6
17.0	Finds group having more, less, same number of objects as given group (up to ten)						
18.0	Reads and writes numerals (1, 2, 3) to 3. . .						
19.0	Matches numbers (0-10) with appropriate points on a number line						
20.0	Identifies what number comes before and after a given number or between two numbers (up to 10).						
21.0	Counts orally to 19						
22.0	Counts backward from 10						
23.0	Reads and writes numerals to 19						
24.0	Performs addition facts of three with actual objects (e.g., increases number of objects in one group to make it equal another). . . .						
25.0	Performs subtraction facts of three with objects (e.g., decreases number of objects in one group to equal another)						
26.0	Counts orally to 49/to 100.						
27.0	Reads and writes numerals to 49						
28.0	Places >, =, < between two numbers (up to 25) to make a true statement.						
29.0	Constructs set of 100 objects						
30.0	Counts orally over 100.						
31.0	Reads and writes numerals to 100/over 100 . .						
32.0	Performs addition and subtraction facts to 9.						
33.0	Performs addition and subtraction facts to 19.						
34.0	Counts orally by tens to 100/fives to 100/threes to 99.						
35.0	Carries in addition using right to left movement. Borrows in subtraction using left to right movement.						
36.0	Performs all addition and subtraction facts to 100.						

		1	2	3	4	5	6
37.0	Performs all addition and subtraction facts to 1,000						
38.0	Solves problems using 1/2, 1/4, 1/3, 2/3, 3/4						
39.0	Performs multiplication combinations to 3 (e.g., 3 x 9 = 27)						
40.0	Solves practical word problems requiring addition and subtraction						
41.0	Performs division facts to 3 (e.g., 15 ÷ 3 = 5)						
42.0	Performs multiplication combinations and division facts to 9 (9 x 6 = 54; 54 ÷ 9 = 6)/ to 12						
43.0	Multiplies and divides two-place numbers by one place numbers						
44.0	Multiplies and divides three - or four-place numbers by one-place numbers						
45.0	Solves practical word problems requiring multiplication and division						
46.0	Multiplies and divides two-place numbers by two-place numbers						
47.0	Multiplies and divides three or four-place numbers by two-place numbers						
48.0	Equates fraction and decimal notation (3/4 = .75)						
49.0	Adds and subtracts fraction and decimal quantities						
50.0	Multiplies and divides fractions and decimals. Computes simple percentages (5% of $2.25)						

36

PRACTICAL MATH

IDENTIFYING BEHAVIORS:

Confuses value of coins ● Confuses days of week, months of year ● Tells time incorrectly ● Counts out change incorrectly ● Uses measuring tools ineffectively (e.g., scale, ruler, yardstick)

Date of observation ____________

	1	2	3	4	5	6
1.0 Looks at/for clock when asked, "Is it recess, lunch, bed time?"						
2.0 Selects long, longer, longest from group of objects						
3.0 Selects heavier, lighter, same weighted object from group of objects.						
4.0 Exchanges coins for desired item - no value concept						
5.0 Matches coins (e.g., quarter to quarter, dime to dime).						
6.0 Adds items to balance a pre-set balance scale						
7.0 Names penny						
8.0 Selects penny when presented with penny, nickel, dime						
9.0 Names nickel and dime						
10.0 Selects nickel/dime when presented with penny, nickel, dime.						
11.0 Names quarter and half-dollar						
12.0 Selects a quarter/half dollar from group of coins						
13.0 Compares value of coins (e.g., dime is worth more than nickel)						
14.0 Reads numerals on clock face. Associates hand placement with routine activity.						
15.0 Measures using tool same length as line (e.g., uses ruler to measure 12-inch line)						

	1	2	3	4	5	6
16.0 Adds items to attain a pre-marked point on scale of weights.						
17.0 Uses evenly spaced markings on tool to measure a line shorter than the tool (e.g., uses ruler to measure 6-inch line)						
18.0 Measures liquid to capacity of container. Measures liquids to marked line on container						
19.0 Names days of week in succession.						
20.0 Relates "today, tomorrow, yesterday" to days of the week						
21.0 Tells time using before and after						
22.0 Locates day of week on calendar						
23.0 Locates date on calendar - number and day . .						
24.0 Uses morning, afternoon, night to describe parts of the day.						
25.0 Tells time at the hour - minute hand on 12. .						
26.0 Tells time at the quarter hour - 15, 30, 45 minutes						
27.0 Measures using tool shorter than the line and counting the lengths (e.g., uses ruler to measure 15-inch line)						
28.0 Names bill denominations and compares values ($1, 5, 10)						
29.0 Combines coins to equal larger one (e.g., 2 nickels = one dime)						
30.0 Tells counting facts (e.g., 12 eggs = 1 dozen)						
31.0 Tells linear measurement facts (e.g., 12 inches = 1 foot).						
32.0 Measures liquids to specified line in container having several marked lines						
33.0 Adds items to attain a requested weight on a numbered scale of weights						

		1	2	3	4	5	6
34.0	Combines coins to equal an odd total up to 24¢						
35.0	Combines coins to equal an odd total up to 49¢						
36.0	Combines coins to equal an odd total up to 99¢						
37.0	Names months in succession and current month. Locates month on calendar						
38.0	Tells time to 5-minute intervals.						
39.0	Counts out correct change up to one quarter .						
40.0	Counts out correct change up to half-dollar .						
41.0	Counts out correct change up to one dollar. .						
42.0	Counts out correct change from over one dollar						
43.0	Tells linear and liquid measurement facts using fractions (e.g., 1/2 yd = 18 in., 4 quarts = 1 gallon).						
44.0	Tells weight of item to nearest pound and ounce on scale.						
45.0	Matches coins and/or bill to decimal and symbol (e.g., dime = $.10, one dollar and a quarter = $1.25).						
46.0	Tells time to the minute.						
47.0	Measures using inch, foot, yard						
48.0	Tells exact weight of item (fractions of unit)						
49.0	Uses measurement facts (e.g., 16 oz.= 1 lb.) to compute weight						
50.0	Selects items of total price under amount possessed. Counts change from a purchase . .						

37
WRITING

IDENTIFYING BEHAVIORS:

Forms letters from right to left rather than from left to right ● Dissociates letters into separate parts (b = lɔ) ● Reverses letters in words (saw = was) ● Mirrors letters/numbers (b for d, p for q, Γ for 7, ᔦ for 4) ● Perseverates letters (mm for n) ● Writes cramped, uneven, large letters ● Holds pencil with fist, rather than fingers ● Copies from blackboard incorrectly ● Writes slowly ● Writes using varied slant, pencil pressure or spacing between letters

Date of observation ___________

		1	2	3	4	5	6
1.0	Makes marks (e.g., chicken scratch, random lines) with pencil or crayon held in fist . . .						
2.0	Scribbles (e.g., circular, horizontal or vertical strokes) with pencil or crayon held in fist						
3.0	Draws a vertical line, imitating adult						
4.0	Draws a horizontal line, imitating adult. . . .						
5.0	Performs push-pull strokes (e.g., V, Λ), imitating adult						
6.0	Draws circle, imitating adult						
7.0	Draws line between two parallel lines						
8.0	Draws recognizable face with eyes, nose, mouth						
9.0	Holds pencil or crayon in fingers						
10.0	Draws horizontal/vertical line, copying model .						
11.0	Draws oblique lines (\, /), copying models.						
12.0	Draws vertical cross, imitating adult (+) . . .						
13.0	Draws square, imitating adult						
14.0	Draws oblique cross, imitating adult (X). . . .						
15.0	Draws triangle, imitating adult						

	1	2	3	4	5	6
16.0 Draws diamond, imitating adult						
17.0 Colors within heavy outlines/within faint outlines						
18.0 Draws three-part man, six-part man (head, body, two arms, two legs).						
19.0 Draws letter/number shapes, copying models (e.g., c , ɔ , ∪ , ∩ , o , v , ∧ , > , └ , ┘, ╭, ╯, ┌ , ┐)						
20.0 Prints/writes letters, numbers, imitating adult						
21.0 Draws circle, crosses, square, triangle, diamond, copying model						
22.0 Prints/writes numbers and letters, copying model.						
23.0 Draws circle, crosses, square, triangle,diamond without model						
24.0 Prints/writes the following numbers and letters without models: e.g,9, 4, 3, 2: b, d, u, n, t, j						
25.0 Forms numbers and letters from left to right . .						
26.0 Prints/writes all letters in the alphabet, all numbers 0-9, correctly without models						
27.0 Prints/writes own first name, copying model . .						
28.0 Prints/writes own first name without model . . .						
29.0 Prints/writes own first name using a capital first letter						
30.0 Prints/writes simple words, copying models . . .						
31.0 Prints/writes simple words, without models . . .						
32.0 Prints/writes own last name, copying model . . .						
33.0 Prints/writes simple sentences, copying model. .						
34.0 Prints/writes own first and last name without model.						
35.0 Prints/writes simple sentences, without model. .						

	1	2	3	4	5	6
36.0 Prints/writes father's/mother's first and last name, without model.						
37.0 Prints/writes number and street in address without model.						
38.0 Prints/writes simple paragraphs, without model .						
39.0 Copies letter(s) or word(s) that is on left of same page						
40.0 Copies letter(s) or word(s) that is above on same page						
41.0 Copies letter(s) or word(s) that is on separate paper to the left or above						
42.0 Copies six-inch letters from board located one foot away from pupil/three feet away/six feet away						
43.0 Copies some letters of word from board in front of room						
44.0 Copies all letters and words from board in front of room						
45.0 Prints/writes personal letters. Prints/writes full address						
46.0 Prints/writes letters with appropriate salutations, closings and placement. Addresses envelope. Fills out application forms						
47.0 Prints/writes legibly using consistent slant, pencil pressure, spacing between letters						
48.0 Holds pencil in relaxed fashion; writes for extended period of time without stopping because of tired hand						
49.0 Writes own signature						
50.0 Prints and writes all written communication (e.g., factual, creative, persuasive, personal).						

38
SPELLING

IDENTIFYING BEHAVIORS:

Spells according to own rules ● Pairs sounds to letters incorrectly ● Blends sounds incorrectly ● Gives up when asked to spell

Date of observation ____________

		1	2	3	4	5	6
1.0	Says what sound the written letters m, p, b make						
2.0	Points out which letter in a word makes a given sound (e.g., points to p in pat)						
3.0	Verbalizes which letter in a word makes a given sound (e.g., says "p" in pat)						
4.0	Writes letter when its name is spoken (e.g., writes p)						
5.0	Writes letter when its sound is spoken						
6.0	Says what sound the written letters h, w, wh make						
7.0	Points out which letter(s) in a word makes a given sound (e.g., points to h in hat)						
8.0	Verbalizes which letter(s) in a word makes a given sound (e.g., says "h" in hat)						
9.0	Writes letter(s) when its name is spoken (e.g., writes h)						
10.0	Writes letter(s) when its sound is spoken						
11.0	Says what sound the written letters t, d, c, k, g, f, v make						
12.0	Points out which letter in a word makes a given sound						
13.0	Verbalizes which letter in a word makes a given sound						
14.0	Writes letter when its name is spoken (e.g., writes t)						
15.0	Writes letter when its sound is spoken						

		1	2	3	4	5	6
16.0	Says what sound the written letters l, r, n, j, y, s, z, x make.						
17.0	Points out which letter makes a given sound (e.g., r in rat).						
18.0	Verbalizes which letter makes a given sound (e.g., says "r" in rat)						
19.0	Writes which letter makes a given sound (e.g., writes r)						
20.0	Writes letter when its sound is spoken.						
21.0	Says what long sound the written letters a, e, i, o. u, y make (see Articulation). . . .						
22.0	Says what short sound the written letters a, e, i, o, u, y make (See Articulation). . . .						
23.0	Points out which letter in a word makes a given sound (e.g., points to a in pat, a in paper). .						
24.0	Verbalizes which letter in a word makes a given sound (e.g., says "a" in pat, paper).						
25.0	Writes letter when its name is spoken (e.g., writes a)						
26.0	Writes letter when its sound is spoken (e.g., writes a for ā, ă).						
27.0	Says what sound the following written blends make: th, wh, ch, pl, dr, ck, sl, st, tr, br, sh, gr, pr, wr, sm, sk, sp, cl, bl, fl, fr, kn.						
28.0	Points out which letters in a word make a given sound (e.g., points to sp in spat).						
29.0	Verbalizes which letters in a word make a given sound (e.g., says "sp" in spat)						
30.0	Writes letters when their sound blend is spoken						
31.0	Says what sound vowel diphthongs ou, oi, oo make.						
32.0	Points out which letters in a word make a given sound (e.g., points to ou in out)						

		1	2	3	4	5	6
33.0	Verbalizes which letters in a word make a given sound (e.g., says "ou" in out).						
34.0	Writes letters when diphthong sound is spoken.						
35.0	Decodes initial consonant of a word.						
36.0	Decodes initial and final consonants of a word						
37.0	Decodes initial, final and medial consonants of a word						
38.0	Decodes initial, final and medial vowels of a word						
39.0	Spells familiar one-syllable words						
40.0	Spells meaningful units						
41.0	Decodes familiar multi-syllabic words by breaking them into meaningful unit and letter sounds						
42.0	Blends letters and meaningful units to spell the familiar multi-syllabic word as a unit						
43.0	Spells unfamiliar (unknown spelling) one-syllable words						
44.0	Spells unfamiliar multi-syllabic words						
45.0	Spells words which are similar in consonant sounds						
46.0	Spells words which are similar in vowel sounds						
47.0	Spells similar words correctly when context provided						
48.0	Spells homonyms (e.g., ate, eight) correctly when context provided.						
49.0	Spells aloud or writes according to conventional standards						
50.0	Uses dictionary to locate spelling of unfamiliar words						

39

REASONING

IDENTIFYING BEHAVIORS:

Does not sort objects correctly according to color, length, size, shape, class, category, similarities, differences ● Has difficulty making judgments in sequence, size, weight, situation

Date of observation ___________

		1	2	3	4	5	6
1.0	Sorts objects by color/shape/size/length. . .						
2.0	Points to or places object up, down/on, in, out/under, over/top, bottom/by, beside, behind/before, after/above, below/in, front, back/around, through.						
3.0	Draws picture to illustrate one piece of information (e.g., draws a man)						
4.0	Locates which out of five objects or pictures doesn't belong in same class/category (e.g., slipper, cowboy boot, baby shoe, apple, high heel)						
5.0	Gives one reason why object or pictured object doesn't belong with other four						
6.0	Sorts five multiply-classed objects or pictures according to class/category (e.g., doctor, mailman, car, truck, barber)						
7.0	Names classes/categories of sorted objects. .						
8.0	Sorts five multiply-classed pictured objects according to function						
9.0	Matches like objects/pictures of objects. . .						
10.0	Matches like letters/words.						
11.0	Places three simple pictures in sequence. . .						
12.0	Orders three written or verbal sentences in sequence.						
13.0	Makes judgments in size (e.g., determines which of three similarly-sized pictured objects is largest/smallest in reality) . . .						

		1	2	3	4	5	6
14.0	Makes judgments in length (e.g., determines which of three similarly-sized pictured objects is longest/shortest in reality)						
15.0	Makes judgments in weight (e.g., determines which of three pictured objects is heaviest/lightest)						
16.0	Makes judgments in distance (e.g., determines which of three objects in a room is closest to/farthest from self)						
17.0	Makes judgments in temperature (e.g., determines which of three objects/locations is hottest/coldest)						
18.0	Makes judgments in time (e.g., determines which of three time periods is longest/shortest)						
19.0	Makes judgments in speed (e.g., determines which of three objects/animals moves fastest/slowest)						
20.0	Draws picture to illustrate two pieces of information (e.g., draw a sad man)						
21.0	Determines three ways in which objects are similar						
22.0	Determines three ways in which objects are different						
23.0	Draws a picture to illustrate three pieces of information (e.g., draws a sad man with a green hat)						
24.0	Finds the incongruous/out-of-place/misdirected object (e.g., points to missing ear on picture of a man)						
25.0	Places four pictures in sequence						
26.0	Orders four written or verbal sentences in sequence						
27.0	Completes sequential pattern of four objects (e.g., groups of five blocks, six blocks, ___ blocks, eight blocks)						
28.0	Places five or more pictures in sequence						

		1	2	3	4	5	6
29.0	Orders five written or verbal sentences in sequence.						
30.0	Completes sequential pattern using abstract media (e.g., infant, old man, toddler, teenager, adult).						
31.0	Makes judgments in sequence (e.g., determines what might happen next after shown two sequenced pictures)						
32.0	Matches objects, pictures, words, sounds that belong together (e.g., draws line to match the word cow with milk, dog with bark, bat with ball).						
33.0	Matches opposites (e.g., hot and cold, fat and skinny, laugh and cry						
34.0	Completes analogies when given three of the four words/concepts/pictures (e.g., airplane is to sky as boat is to _____, comb is to hair and toothbrush is to _____).						
35.0	Sorts numbers into piles of ones, tens, hundreds, etc..						
36.0	Sorts letters into piles of vowels and consonants						
37.0	Sorts words into piles of nouns, verbs, prepositions, adjectives, etc						
38.0	Alphabetizes a group of words by first letter of word						
39.0	Alphabetizes a group of words using all letters in word						
40.0	Locates familiar (known meaning and spelling) words in the dictionary (e.g., cat, good, black, small, work)						
41.0	Locates unfamiliar (unknown meaning and spelling) words in dictionary						
42.0	Uses index to find page on which specific information is located.						
43.0	Determines possible effect(s) of a given cause (e.g., what might happen if a match is put to paper)						

	1	2	3	4	5	6
44.0 Determines possible cause(s) of a given effect (e.g., what could cause a flood) . . .						
45.0 Determines possible consequence(s) of a given action in a choice of two						
46.0 Determines possible consequences of both actions in a choice of two.						
47.0 Compares consequences of both actions						
48.0 Makes decision based upon the consequences of the two actions						
49.0 Determines possible consequences of three or more actions in a multiple-choice situation .						
50.0 Explains meaning or moral of fairy tales, fables, proverbs, sayings, popular songs, news events, etc.						

40
MUSIC & RHYTHMS

IDENTIFYING BEHAVIORS:

Moves to music in non-rhythmic way ● Marches/dances ignoring beat ● Uses rhythm instrument but produces no pattern

Date of observation ____________

	1	2	3	4	5	6
1.0 Mimics simple gross rhythmic hand movements (e.g., claps with music)						
2.0 Entertains self playing with musical toys (e.g., push/pull type toy)						
3.0 Mimics simple gross rhythmic foot movements (e.g., marks time with feet)						
4.0 Moves in circular pattern						
5.0 Sways and rocks whole body using simple rhythmic movement						
6.0 Makes fine hand/foot rhythmic movements (e.g., snaps fingers, taps foot)						
7.0 Plays rhythm instruments						
8.0 Marches in time to repetitious beat						
9.0 Shifts body rhythm when music tempo changes						
10.0 Participates in group songs with singing voice						
11.0 Follows/mimics others' play activities						
12.0 Hums/sings parts of familiar songs						
13.0 Plays simple rhythmic patterns on rhythm sticks						
14.0 Sings phrases of songs						
15.0 Reproduces some actions to familiar songs						
16.0 Claps to beat of familiar songs or to speech cadence/patterns						
17.0 Bounces ball (rhythmically)						

		1	2	3	4	5	6
18.0	Matches notes or tones						
19.0	Imitates high and low notes or tones vocally.						
20.0	Plays records at appropriate speeds						
21.0	Plays rhythm instrument in simple pattern						
22.0	Improvises body movements to follow tempo/ rhythm						
23.0	Sings whole songs by rote						
24.0	Plays rhythm instrument in various rhythm patterns						
25.0	Sings parts of contemporary songs from memory						
26.0	Plays accent beat of music on rhythm instrument						
27.0	Plays a few bars of music on melody instrument						
28.0	Dances using simple steps (e.g., modern dance or waltz)						
29.0	Sings simple rounds taking one part						
30.0	Performs square dancing						
31.0	Plays rhythm counterpoint on rhythm instrument.						
32.0	Plays instrument or sings following conductor's direction in group (e.g., loud, soft)						
33.0	Carries simple harmony to melody.						
34.0	Participates in social dances with a partner.						

41
ART & CRAFTS

IDENTIFYING BEHAVIORS:

Scribbles but does not draw ● Tears/rips paper but produces no designs ● Uses paste ineffectively ● Has difficulty cutting with scissors

Date of observation ____________

	1	2	3	4	5	6
1.0 Entertains self looking at picture books. . .						
2.0 Makes one-color drawings.						
3.0 Finger paints						
4.0 Colors picture using a variety of colored crayons/pencils						
5.0 Paints pictures using a variety of colors . .						
6.0 Makes simple shapes from clay						
7.0 Draws/paints, telling or showing what he is doing						
8.0 Relates color to objects (e.g., colors apples red)						
9.0 Entertains self with resources at hand. . . .						
10.0 Cuts/tears paper to make designs/shapes . . .						
11.0 Pastes materials to make a collage.						
12.0 Forms geometric shapes with connecting (e.g., tinker or lego) or stack toys (e.g., blocks, rings).						
13.0 Draws simple recognizable forms on request (e.g., man, dog).						
14.0 Uses art skills to make a craft product (e.g., cut, paste).						
15.0 Cuts/pastes a variety of materials to make 3D design						
16.0 Pastes colored cutouts to make a complete picture						
17.0 Divides pictures into different areas (e.g., ground, sky)						

	1	2	3	4	5	6
18.0 Makes simple product by weaving						
19.0 Models with clay.						
20.0 Builds objects with common materials (e.g., twigs, paperclips).						
21.0 Designs and constructs collages						
22.0 Uses arts and crafts skills during leisure time.						
23.0 Scales objects in drawings (e.g., car larger than man)						
24.0 Carves soap, balsa wood						
25.0 Entertains self with solitary games						
26.0 Uses a variety of art techniques for effect (e.g., shading)						
27.0 Expresses movement in drawings						
28.0 Uses wood-working skills to make a product. .						
29.0 Assembles plastic or wood kits.						
30.0 Uses sewing skills to make a product.						
31.0 Draws simple perspectives						
32.0 Copies simple art motifs/geometric designs. .						
33.0 Makes decorative house accessories.						

42

PRE-VOCATIONAL SKILLS

IDENTIFYING BEHAVIORS:

Neglects to determine information about potential job(s) ● Prepares inadequately for job interviews and jobs ● Gets lost when going to work ● Appears inept/awkward on the job ● Arrives late for work/appointments ● Spends money on inappropriate items and has an inadequate amount left for necessities

Date of observation ____________

		1	2	3	4	5	6
1.0	Determines own skills possessed						
2.0	Determines job area interests after participating in a number of training settings . . .						
3.0	Reads newspaper to locate jobs or training. .						
4.0	Contacts Department of Human Resources to locate jobs or training						
5.0	Determines job possibilities in the community						
6.0	Identifies skills needed for jobs in community						
7.0	Determines need for additional training based on interest and current skills.						
8.0	Determines tools or equipment needed for each job, if possible.						
9.0	Role plays job interviews - demonstrates variety of roles applicants can play.						
10.0	Discusses the consequences of choosing job/company unwisely.						
11.0	Role plays on-the-job behavior: how to address or interact with boss, co-workers, others . .						
12.0	Fills out job applications.						
13.0	Determines how to get to potential job/interviews.						
14.0	Uses elevators or steps to get to higher floors						

		1	2	3	4	5	6
15.0	Determines job-related information: duties, hours, location, pay and pay period, benefits, tools required, type of dress, number of people to be worked with and skill levels required . .						
16.0	Acquires necessary tools for obtained job . . .						
17.0	Determines method and route for travel.						
18.0	Describes his location by street signs.						
19.0	Rides bus to one specific location.						
20.0	Travels to and from work.						
21.0	Uses the community public transportation system with no change of bus						
22.0	Uses the community public transportation system with bus change required.						
23.0	Uses alternate method(s) of transportation if one is unavailable.						
24.0	Uses public transportation for unfamiliar journeys.						
25.0	Arrives at work on time and follows daily lunch/break schedule.						
26.0	Demonstrates value of coins to dollar						
27.0	Pays for lunches and transportation, making correct change, if required						
28.0	Records number of hours spent on job.						
29.0	Calculates wages for hours worked						
30.0	Calculates wages for hours worked minus approximate deductions.						
31.0	Accepts criticism and attempts to implement suggestions						
32.0	Stops work on project when mistake is identified.						
33.0	Asks for advice after identifying mistake . . .						
34.0	Identifies and corrects mistake on project. . .						

		1	2	3	4	5	6
35.0	Accepts and follows directions						
36.0	Participates in group projects						
37.0	Works alone						
38.0	Maintains tools in proper condition with supervision						
39.0	Maintains tools without supervision						
40.0	Uses approximate amount of material required for project (after training) - some waste						
41.0	Uses only amount of material required for project - little waste						
42.0	Evaluates own performance based on company or supervisor standards						
43.0	Works slowly - has to be reminded of speed required or schedule to be met						
44.0	Works steadily at reasonable speed to get job done						
45.0	Identifies banking deposit slips, withdrawal slips and checks						
46.0	Makes bank deposits/withdrawals and writes checks						
47.0	Determines necessities for living and approximates costs of rent, food, clothing, transportation, etc.						
48.0	Works out a simple budget and budgets paycheck						
49.0	Follows budget						
50.0	Discusses and role plays appropriate behaviors relative to different social and work situations. Participates in group work evaluations. Provides recommendations						

43

KITCHEN SKILLS

IDENTIFYING BEHAVIORS:

Washes dishes ineffectively ● Puts dishes away in wrong places ● Neglects cleaning of kitchen and appliances ● Spills while stirring, carrying liquids ● Burns food ● Burns self when removing food from oven ● Needs help in preparing shopping list, selecting food items ● Has difficulty reading and following menus ● Neglects to refrigerate frozen foods ● Neglects to set table completely

Date of observation ____________

		1	2	3	4	5	6
1.0	Evidences desire to help another cook or prepare food - asks or communicates in some other fashion						
2.0	Scrapes and rinses dishes						
3.0	Measures detergent for soapy hot water						
4.0	Washes dishes with another person						
5.0	Washes dishes alone						
6.0	Dries dishes or arranges dishes in proper places in drying rack						
7.0	Puts dishes away in proper places						
8.0	Cleans up kitchen (picks up dishes, cleans table, kitchen area)						
9.0	Cleans sink						
10.0	Cleans stove						
11.0	Cleans refrigerator						
12.0	Cleans cupboards, cleans drawers						
13.0	Sweeps floors						
14.0	Uses common available kitchen utensils (e.g., knives, spoons, etc.)						
15.0	Cleans produce						
16.0	Cuts food into large pieces when preparing food for meals						

		1	2	3	4	5	6
17.0	Peels and grates food for meals						
18.0	Shells and dices foods						
19.0	Identifies different foods (meats, fish, poultry, vegetables, fruits, cereal grains, dairy)						
20.0	Stirs food without spilling						
21.0	Carries filled container without spilling						
22.0	Obtains ingredients for recipe when told/ shown what they are						
23.0	Carries out operations called for in recipe when those operations are explained and demonstrated						
24.0	Follows recipe with supervision						
25.0	Uses standard solid and liquid measures (cups, teaspoons, etc.)						
26.0	Tells when a unit of time has passed. Sets oven timer						
27.0	Set oven/burners to given temperature						
28.0	Regulates heat of oven/burners as cooking progresses						
29.0	Uses pot holders to put items in oven or remove them						
30.0	Uses available kitchen appliances (e.g., can opener, egg beater, blender, mixer, toaster, coffee maker)						
31.0	Follows oral recipe (prepares and cooks). Follows written recipe						
32.0	Compiles shopping list from recipe(s)						
33.0	Compiles shopping list from items missing from home stock						
34.0	Determines approximate amount of money required for amount of food to be purchased						
35.0	Picks food off shelves in store using shopping list for choices						

		1	2	3	4	5	6
36.0	Pays for food. Determines correct amount of change (if any) to be received.						
37.0	Places food in home refrigerator/freezer that was in store's refrigerator/freezer						
38.0	Places opened food in refrigerator.						
39.0	Places appropriate foods in refrigerator or on shelves.						
40.0	Chooses food for a simple meal (main dish, vegetable, dessert) - plans a simple menu. . . .						
41.0	Plans simple menus for entire day's meals . . .						
42.0	Prepares simple meals from previously prepared menus.						
43.0	Prepares meal which includes complex dish requiring multiple steps (e.g., casserole, cake, cookies, etc.).						
44.0	Cleans up kitchen after preparing food (includes storing left-over food and returning ingredients to shelves/storage)						
45.0	Identifies four basic food groups (meat, vegetables and fruits, cereals, dairy). Prepares meals so that all groups are represented during day						
46.0	Places dishes/glasses on the table.						
47.0	Places silver on the table.						
48.0	Places tablecloth or placemats on the table. Places napkins at each place.						
49.0	Sets entire table by self						
50.0	Serves food by self						

44

HOMEMAKING SKILLS

IDENTIFYING BEHAVIORS:

Leaves bed unmade ● Uses vacuum ineffectively ● Neglects to clean house ● Attempts to use iron but does not remove wrinkles ● Needs reminders to wash clothes ● Leaves dust on furniture ● Lets garbage, trash, ash trays overflow

Date of observation ___________

		1	2	3	4	5	6
1.0	Mimics adult's concern about spill or dirt. .						
2.0	Mimics adult's cleanup behavior						
3.0	Evidences concern about or pays attention to spills or dirt.						
4.0	Cleans up spills or dirt by cloth, mop or broom when told it is necessary						
5.0	Picks up paper and trash						
6.0	Places trash in proper receptacle						
7.0	Plays house, performing duties that parents or other adults have been observed to do . .						
8.0	Plays house, performing role-differentiated duties; girl plays mother's role, boy plays father's role						
9.0	Dusts furniture						
10.0	Empties wastebaskets, ashtrays, garbage can .						
11.0	Vacuums small room.						
12.0	Vacuums more than one room						
13.0	Cleans up entire house using vacuum cleaner .						
14.0	Determines when vacuuming is necessary. . . .						
15.0	Cleans or washes sinks, toilets, floors, walls, mirrors, chalk boards, erasers, etc., with supervision						
16.0	Cleans or washes sinks, toilets, floors, walls, mirrors, chalkboards, erasers, etc. without supervision						

	1	2	3	4	5	6
17.0 Waxes floors with supervision						
18.0 Waxes floors without supervision						
19.0 Cleans house when reminded it is necessary						
20.0 Independently determines when to clean house.						
21.0 Cleans or dusts using appropriate tool (e.g., broom, mop, vacuum, rag, brush)						
22.0 Waters indoor plants						
23.0 Hand washes clothes in sink						
24.0 Helps another wash clothes in machine						
25.0 Helps another dry clothes in machine or on line						
26.0 Sets water/air temperature of washer/dryer						
27.0 Washes clothes when collected and sorted by color, fabric, amount by another person using pre-measured washing products						
28.0 Washes previously sorted clothes using correct amounts of washing products						
29.0 Identifies clothes in need of washing						
30.0 Collects, sorts and washes clothes						
31.0 Dries clothes - hangs or machine dries						
32.0 Helps fold, put away clothes						
33.0 Folds and puts away clothes						
34.0 Helps with ironing						
35.0 Irons small flat clothes						
36.0 Irons simple blouses						
37.0 Irons shirts, dresses, pants, etc. and hangs or folds them						
38.0 Puts away ironed garments						
39.0 Determines when clothes need ironing (appearance, situational use)						

		1	2	3	4	5	6
40.0	Irons clothes when necessary.						
41.0	Helps another straighten bed.						
42.0	Identifies name, function and position of top sheet, bottom sheet, blanket, spread, pillow and pillow case.						
43.0	Helps another to change bed						
44.0	Puts on flat or fitted bottom sheet						
45.0	Straightens bed alone when told to do so. . . .						
46.0	Changes bed alone when told to do so (Includes: lining up sheets to be even, making corners, laying blankets on bed, putting on spread, putting on pillowcase, putting pillow in place).						
47.0	Straightens and changes bed when necessary. . .						
48.0	Determines when an appliance is inoperative and in need of repair						
49.0	Arranges for minor repairs to be accomplished on appliances						
50.0	Sews buttons, patches clothing.						

45
OUTDOOR SKILLS

IDENTIFYING BEHAVIORS:

Waters lawn, missing large areas ● Has difficulty using lawnmower ● Cleans car/house exterior/lawn poorly ● Lacks gardening skills

Date of observation ____________

		1	2	3	4	5	6
1.0	Waters lawn/ground plants/seedbeds with hose.						
2.0	Waters lawn with automatic sprinkler.						
3.0	Cuts lawn with hand mower						
4.0	Cuts lawn with power mower.						
5.0	Rakes lawn for grass/leaves						
6.0	Identifies and uses common gardening tools						
7.0	Cleans, maintains garden tools and returns them to their storage area.						
8.0	Digs hole for tree/bush						
9.0	Turns ground over						
10.0	Rakes ground to level and clean						
11.0	Digs furrows for seeds.						
12.0	Plants seeds at regular intervals or broadcasts them.						
13.0	Covers seeds with correct amount of soil.						
14.0	Identifies weeds.						
15.0	Pulls weeds						
16.0	Identifies plant disease or insect problems						
17.0	Obtains advice on garden problems						
18.0	Prunes trees/shrubs using appropriate tools						
19.0	Starts/stops power mower.						
20.0	Sprays plants for insects, disease.						
21.0	Places plants/bushes, trees in ground around house						

		1	2	3	4	5	6
22.0	Prepares cuttings using appropriate tools . .						
23.0	Mixes soil.						
24.0	Prepares soil flats						
25.0	Propagates seeds.						
26.0	Transplants sprouts to cans						
27.0	Stacks and stores flats and cans.						
28.0	Pots trees.						
29.0	Washes flats and cans						
30.0	Trims lawn						
31.0	Trims hedges.						
32.0	Shapes trees/bushes - advanced pruning. . . .						
33.0	Fertilizes container plants						
34.0	Sets and maintains gopher traps						
35.0	Operates rototiller						
36.0	Operates tractor.						
37.0	Operates or works in roadside fruit and vegetable stand.						
38.0	Hauls appropriate trash and cuttings to compost pile						
39.0	Irrigates large areas						
40.0	Picks field crops						
41.0	Sorts picked crops for ripeness, edibility. .						
42.0	Sacks and loads picked crops for shipment . .						
43.0	Mixes paint						
44.0	Paints house.						
45.0	Cleans house windows.						
46.0	Cleans car interior and car windows						

	1	2	3	4	5	6
47.0 Washes car.						
48.0 Washes and dries car.						
49.0 Washes, dries and polishes car.						

ABBREVIATIONS

accord. = according

approp. = appropriate

behav. = behavior(s)

horiz. = horizontal

info. = information

lg. = large

ltr(s) = letter(s)

obj. = object(s)

rt. = right

sec. = second(s)

w/ = with

w/out = without

/ = two separate behavioral characteristics combined into one (e.g., Names 25 body parts/35 body parts).

/ = and/or

BCP
CHART/BOOKLET EVALUATION FORM

Respondent ______________________
Title ______________________
District/County ______________________

STRAND	CHARACTERISTIC NO.	COMMENT/SUGGESTION/ALTERATION
(e.g.,Drinking	15.0 & 16.0	Out of order - these two should be reversed)

Please fill out and forward to:

Richard D. Struck
Santa Cruz County Office of Education
701 Ocean Street, Rm. 200, Santa Cruz, California 95060